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ABSTRACT

This manual provides examples of how Service Learning can be integrated into the adult education curriculum. The integration of activities can add real-life experiences to the academic curriculum and help create the capacity for students to improve their school and community. The three types of service activities include: (1) direct activities that require personal contact with people in need; (2) indirect activities, commonly implemented in schools, involving channeling resources to the problem rather than working directly with the individual in need; and (3) advocacy activities that require students to lend their voices and their talents to help eliminate the causes of a specific problem. The four stages in a well-organized service learning lesson plan are preparation, service, reflection, and celebration. The manual provides lesson plans for the content areas within the curriculum (language arts, math, science, and social studies). Other sections address service learning in electives, basic skills, business education, English as a Second Language, GED, and parenting. Contains 72 references and an appendix.

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Serving to Learn

Adult Education Manual

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1994

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CROSS-REFERENCE GRID

This grid has been provided as an extension to the Table of Contents to assist you in planning your service learning activities. Adult education teachers can quickly determine which activities or lesson plans have been developed for each particular discipline. This book contains over 200 ideas that can easily be integrated into the major adult education core subjects. Those core subjects are listed across the top of the grid. Along the side is a variety of Service Learning activities that adult students will find meaningful. Teachers can use this grid to locate lesson plans in their particular subject matter or by the activity. The number(s) indicated in the box indicates the page number in which the activity can be located. No matter how teachers use the grid, it is important to remember that this is only intended to serve as a beginning point. It is up to each individual teacher to find ways to engage students in active learning experiences.

SOUTH CAROLINA SERVICE LEARNING	BASIC SKILLS	BUSINESS EDUCATION	ENGLISH AS A SECOND LANGUAGE	GED	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	ELECTIVES	PARENTING
AFTERSCHOOL PROGRAMS/TUTORING						112	129			213, 216, 217
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CHILD CARE	17, 20	26			71, 72, 73, 74, 75	109	130	171	197	214, 219
CIVIC AWARENESS					98, 99	115	141, 142	145, 148, 149, 151, 154, 190	198	
CONTRIBUTIONS/FUNDING		28		55	101			178		
ENVIRONMENT				57	65, 96	109, 110, 111	132, 133, 134, 135, 136, 137, 139	156, 159, 160	202, 206	
FAMILY		33			79					
FOOD PROGRAMS					105	120	136	177, 178	193, 197	218
HISTORY					82, 87	117		153, 156, 162-164, 179,182-183		
INTERVIEWING					89, 104			152, 179, 183		
LIBRARY SKILLS					88, 97					
MENTORING		27	47, 48	55, 58, 59	68, 69, 70, 77, 91, 93, 103	123		150, 181		215
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SHELTERS/FOOD BANKS		28, 41	49		98, 102	113, 114, 116	127	173, 174, 175, 176, 189	193, 197, 210	
SPECIAL NEEDS POPULATION		31			76, 78, 95	113, 114, 118, 119, 124	127, 131, 140	161, 165, 166, 169, 170, 171, 180	195, 200, 206, 207	218

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STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

Dr. Barbara Stock Nielsen
STATE SUPERINTENDENT OF EDUCATION

Dear Classroom Teachers and Administrators,

South Carolina has been recognized as a national leader in Service Learning, and hundreds of teachers across the state have established innovative programs in which students have the opportunity to be involved in community service activities that complement their classroom work. Students at all levels have participated in Service Learning programs.

Service Learning has allowed students an opportunity to make a difference in our communities. By applying what has been learned in the classroom to serving the needs of their communities, students get first-hand experience in applying abstract knowledge to practical problems. Learning becomes very real in these situations. Service Learning helps instill in students a pride in themselves and develops a sense of responsibility toward others.

The Department of Education has produced this book as a guide for educators. Teachers from across the state participated in Service Learning Institutes to develop these lesson plans. The lessons in this book are intended to be a framework and a practical guide for implementing Service Learning in the classroom. Use your imagination to enhance or expand on these ideas, and to develop your own programs and activities.

Thank you for supporting Service Learning in your schools.

Sincerely,

Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

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FORWARD

From the beginning of this country a tradition of service to community and country was established by our founding fathers. For many years, this tradition appeared to be on the decline. Today, however, it is being revived. Through Service Learning programs, students, regardless of age, are becoming contributors in helpful, positive ways to their communities. Age is no barrier to participation. Even the oldest adult student is able to contribute to helping others. The various activities students are engaging in contribute to their individual development.

Schools were originally founded to teach reading and math as well as to develop conscientious citizens for our country. Programs of community service are a practical way to do this. Service Learning teaches students to give of themselves to others, to the community. Working on problems in the community instills a sense of responsibility for the community in which they live. It helps students establish goals, work to complete these goals and know that what they have done really means something to someone else.

Classroom work may lay the foundation of learning, but going out into the community and actually applying what has been learned makes that learning a very real part of the student's life. Service learning is an opportunity for students to realize that they can use their skills and knowledge to be good citizens. Learning takes on real meaning through experience. It also encourages students in working to solve the difficult problems they may face in their lives, whether that means advancing in the job market or simply helping their children do better in school.

Actually seeing what is learned in the classroom applied to a problem outside the classroom makes the learning experience relevant. When students see that they can make a difference, they begin to realize that what they are learning in the classroom helps them cope with what goes on in the "real world." This kind of hands-on learning will help students understand that the knowledge they gain in the classroom is not isolated knowledge. It is integrated in every aspect of their lives. Adult students want to learn things that they can use immediately. Seeing what they have learned put to practical use helps to stimulate interest in learning, even in the most unmotivated students.

In this book are many Service Learning lessons designed to be integrated into the Adult Education curriculum. They will stimulate interest and help build in students a sense of community responsibility.

Malcolm S. Knowles
Professor Emeritus, Adult Education
North Carolina State University

Overview of Service Learning

Service Learning links schools with their communities. Students are given an opportunity to perform community service work that complements their classroom work. Service Learning promotes both personal and intellectual growth in students. It also helps them develop civic responsibility and gives students an opportunity for career exploration. Students learn by doing through a clear application of skills and knowledge while helping to meet the needs in the school or greater community.

Service Learning has become an integral part of the State Department of Education's push for Total Quality Education. Total Quality Education is producing fundamental educational reform throughout the state of South Carolina. Service Learning is not simply an add-on to this reform, but a primary and integrated component.

This book contains numerous examples of Service Learning activities. There are three types of service activities: direct, indirect and advocacy. Who is served - and how - distinguishes the different types. This is indicated in the margin of each lesson. Teachers can use this information to expose students to a variety of experiences.

Direct Service activities are those that require personal contact with people in need. This type of service is generally the most rewarding for students because they receive immediate positive feedback during the process of helping others. Examples of direct service activities include students working with senior citizens in intergenerational projects, or reading to small children. Direct service teaches students to take responsibility for their actions. Students also learn that they can make a difference.

The second type of service that students can be involved in is **Indirect Service**. Indirect experiences are commonly implemented in schools because they are easy to organize and involve students working behind the scene. These activities involve channeling resources to the problem rather than working directly with an individual who may need service. Often students do not come in contact with the people they serve. Examples of indirect service include collecting food or toys for disadvantaged families, landscaping a community park or other environmental projects. Indirect service projects are generally done by a group. They teach teamwork and organizational skills.

The last type of service experience is **advocacy**. Advocacy requires students to lend their voices and talents to help eliminate the causes of a specific problem. Students work to correct the problem and make the public aware of the problem. Some activities may include making presentations to the community about particular issues or distribution of literature to make the community aware of a problem. Students learn to present their concerns clearly, be concise in presenting their ideas and suggest feasible solutions.

The four stages in a well-organized Service Learning lesson plan are **preparation, service, reflection** and **celebration.** Preparation lays the groundwork for a successful program. Since service is intended to meet a community need, preparation is the time to identify those needs. After preparation comes the actual service activity. The service activity must be engaging, challenging and meaningful. There must be a real need in the community for the service, and students must play a significant role in designing the service experience. Reflection is the component that enables students to think critically about their service experience. Reflection should involve a variety of activities. The last component is celebration. People get involved in service for a variety of reasons, and celebration and recognition help to keep the students coming back.

Service Learning, integrated into the curriculum, helps students learn to use the knowledge they gain in the classroom in real-life situations. It gives the student who cannot see the need to learn, a new focus for learning. For students who are eager to learn, Service Learning gives them a way to expand their knowledge and develop more fully the talents and skills they already have.

It is hoped that this book will be helpful to you in incorporating Service Learning in your curriculum. Do not limit yourself to the activities in this book. Let your imagination soar. The kinds of services students can offer to their community are endless.

Acknowledgement

Serving to Learn was produced with the cooperation of Clemson University, South Carolina State University and University of South Carolina. The material included in this book was developed by the following teachers and administrators who were enrolled in Service Learning Institutes held during the summer of 1993 at these institutions. They were developed by individual students for a class assignment and, for the most part, are presented here in their original form.

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BASIC EDUCATION

Course:
Adult Basic Education

Level:
Level I and II

Type Of Service:
Direct

Student Goals:
The Student will:

Increase knowledge of child development.

Resources Needed:

Director of a child development center to meet with adult students to discuss characteristics of the preschool child.

Preparation for Service Activity:

Contact an early childhood coordinator to provide information as to developmental levels in the young child.

Service Activity:

Adult students will spend one hour per week as a buddy to the children in a child development center for homeless and needy children.

Reflection:

Student will keep a journal as to what was discussed with childcare worker/director, what type of activities the child is involved in and how the child is progressing. The journal will be shared monthly with the teacher.

Celebration:

Christmas party/activity and May party/activity will be planned for child and buddy.

Course:
Adult Basic Education

Level:
Level II

Type of Service:
Indirect

Student Goals:
The Student will:

Develop an awareness of poverty conditions in the community.

Learn basic job skills.

Resources Needed:

An association with the local housing authority; donations of tools, materials, paint, brushes.

Preparation for Service Activity:

Meet with and discuss the needs of the residents living in state provided housing with the local housing authority director.

Service Activity:

Students will provide labor skills for cosmetic repair of existing structures, such as painting, repairing windows, doors, screens and any minor construction that may be needed to make residents more comfortable.

Reflection:

Each student will keep a journal to record work activity. Students will meet to discuss their experiences and to make an assessment of his/her own progress.

Celebration:

At the end of the school year, the local housing authority will sponsor a picnic on site acknowledging "the fruits of their labors" and provide a certificate of participation to all service learning volunteers.

Course:
English

Level:
Adult Basic Education, Level I and II

Type of Service:
Advocacy

Student Goals:
The Student will:

Learn the parts of a letter, how to address an envelope and staff names and positions at the newspaper.

Resources Needed:

Stationery, envelopes, stamps, pens, English book or book entitled *Write Perfect Letters For Any Occasion* and dictionary.

Preparation for Service Activity:

Class will study how to write a good letter and students will practice writing different types of letters.

Service Activity:

An advocacy letter to the local newspaper will be written by each student or group of students. This letter will request the newspaper to begin an easy reading, high interest column for new readers.

Reflection:

When students receive their answered request from the newspaper, a follow-up "Thank You" letter will be written. Some of the news articles could be provided by the adult education students. What potential effect will this column have on our community?

Celebration

The articles will be read and discussed each week in English class.

Course:
Reading: "Cuddle Up and Read!"

Level:
Basic Adult Education, Level I and II

Type of Service:
Direct

Student Goals:
The Student will:

Improve reading skills.
Develop additional bonding with children.
Develop and/or improve parent involvement in child's education.

Resources Needed:

Local community school, day care center, local university English honors class and local senior volunteers.

Preparation for Service Activity:

Teach basic reading skills for literacy and/or improvement. Contact director at local community school, day care centers, senior centers, etc. and communicate aspects of program. Make arrangements for English honors students to participate in program.

Service Activity:

Students will tutor parents of preschool and school age children on the basics of reading to children. Parents will practice reading children's stories aloud to or with volunteer. Have parents and/or volunteers read short stories at local community school. Encourage parents to read to child at home.

Reflection:

Meet every two weeks to discuss program. Encourage others to participate. Start a Cuddle Up and Read program at local neighborhood church.

Celebration:

Certificates of appreciation will be given to participants and agencies. There will be some type of game or contest, with gift certificates from local bookstore awarded as prizes.

Course:
Writing

Level:
4th Grade Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

List the major pieces of litter found along the roadside.
Categorize the litter according to places of origin.
Develop solutions to local littering problems.

Resources Needed:

Notepads, gloves for collecting litter, bags for litter, paper, pen and transportation to local highway to collect litter.

Preparation for Service Activity:

Coordinate with Adopt-A-Highway director for students to help pick up litter. The teacher will advise students on care of handling litter, instruct students on tallying litter, organizing, brainstorming, and writing ideas about litter solutions.

Service Activity:

The students will pick up litter along a local highway, tally the different types of litter and the places where the item may have been purchased.

Reflection:

Organize, tally and determine where litter originated. Brainstorm about solutions to prevent littering and write an essay on solutions for the local littering.

Celebration:

Students will share findings and essay with the class. The results and solutions will be published by the local media or student newsletter.

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

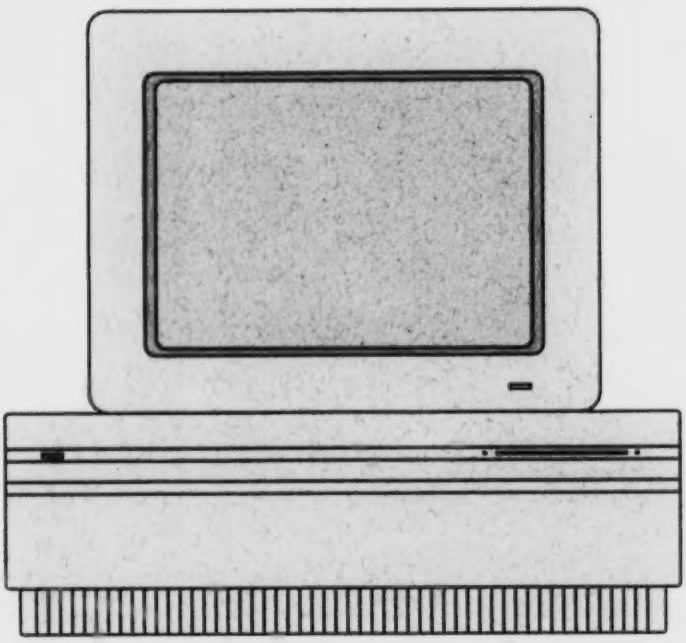
Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

BUSINESS EDUCATION



Course:
Business Education

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Learn how to solicit information from agencies.
Learn to compile information in a directory.

Resources Needed:
Telephones and telephone directories, newspapers, United Way and other agency brochures.

Preparation for Service Activity:
The teacher will gather resources which students will use to compile a list of community service opportunities. The teacher will devote class time to reviewing interviewing techniques and developing with students a set of questions that will be pertinent to the directory.

Service Activity:
Students will collect information for a directory of service opportunities within their community. Included in the directory will be information such as hours the service is needed, the tasks to be performed, the ages and groups to be served, any specific skills needed by the volunteers and other information that may apply to the service. The students will produce a brochure detailing their findings.

REFLECTION:
Each student will select a service activity that they will perform.

Celebration:
Students will present the brochures to the school board members – and to area principals in order to promote integrating service learning into the curriculum of each school.

Course:
Business, Parenting

Level:
9th Grade and Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Learn to make decisions and work in a group.
Develop Parenting and business skills.

Resources Needed:
Computers, telephone, copier, day care facilities.

Preparation for Service Activity:
A survey will be taken to determine if day care is needed. Permission will be obtained from the school board. School facilities will be secured for the day care center, affordable fees determined and all necessary licenses procured. Service Corps of Retired Executives (SCORE) will be contacted for free expert business advice on starting and running a small enterprise. A part–time coordinator will be hired. The salary will be paid from fees charged for the day care program. Any remaining money will be used to provide scholarships, purchase supplies, equipment, etc. All workers in the day care program will complete CPR training, be in good physical and mental health, provide proof of tuberculin test and complete a 15 hour Parenting course.

Service Activity:
Students will develop and implement an on-site day care facility for children of adult education students and school employees.

Reflection:
Students will meet once a week to discuss the day care program, keep a journal of their activities and present one 10–15 minute oral discussion on their day care experiences. At the end of the school year, parents of the children will be given an evaluation form to evaluate the program.

Celebration:
During holidays, parties will be held for day care children. Students will go before the school board and relate their experiences as day care providers.

Course:
Business Education:
Career Exploration

Level:
Adult Education Lab

Type of Service:
Indirect

Student Goals:
The Student will:

Improve interpersonal skills for the work place.
Improve oral communications skills, as well as written skills for some students.
Better understand leadership styles.

Resources Needed:

Human resources director from a local business/industry.

Preparation for Service Activities:

Human resources director from a local business/industry will discuss the hierarchy of the work place. Students will write scenarios for role playing.

Service Activity:

Adult learning lab students will present role-playing scenarios to the ABE class.

Reflection:

Students will discuss how the role play activities will assist them in real life work situations.

Celebration:

Members of both classes will have an informal reception following the role playing activity.

Course:
Business, Economics: Principles of Business And Fundraising

Level:
6th - 12th Grade Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Gain knowledge of successful small business practices and procedures.
Gain a greater understanding of problems of homelessness.
Development of social skills and interpersonal skills.
Understand principles of selling and fundraising.

Resources Needed:

Appropriate local information and data on homelessness; curriculum on marketing, salesmanship, and homelessness; homeless shelters or other project willing to accept assistance.

Preparation for Service Activity:

Visit shelters and secure permission for assistance. Gather data from county government, Department of Social Service, schools, etc. on homelessness. Choose instructors and work together to devise curriculum. Notify media of planned project.

Service Activity:

Students will learn successful business techniques and fundraising ideas. They will spend time in the shelter and later conduct classes to teach business and fundraising techniques to the residents. They will discuss, design, and implement a fund raising project that will benefit and assist with the expenses of the shelter.

Reflection:

Keep daily journals on the experience. Hold weekly group debriefings to discuss progress, concerns, successes, etc. Write a news article detailing the fundraising effort and submit it to the local media.

Celebration:

A celebration banquet will be planned shortly after the event and all who assisted will be recognized.

Course:
Business Education:
Data Entry

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn and/or enhance an employability skill.
Improve interaction and communication skills.

Resources Needed:

Keyboarding (computer) lab; local agency in need of trained data entry operator; transportation to and from agency.

Preparation for Service Activity:

Teach students basics of keyboarding. Contact local Council on Aging (COA) and arrange for students to work at agency when keyboarding class has been completed. Arrange for student to work on sample entries from agency.

Service Activity:

Student will work at local COA inputting client assessment information, transportation units, and meal delivery services into the computer. Student will run all reports necessary to ensure accuracy of input as well as final reports to be sent to other agencies as required.

Reflection:

Keep a journal of daily activities. Encourage other agencies to take part in this type of service learning. Encourage other students to participate in similar programs.

Celebration:

Certificates of completion will be issued to students and certificates of appreciation will be given to agency and staff involved. Seek part-time, after-school or summer employment for student(s) participating and successfully completing service learning project.

Course:
Business Education:
Office Machines

Level:
High School Reading
Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn and/or improve knowledge in use of business office machines.
Improve interaction and communication skills.
Learn employability skills.

Resources Needed:

Business office lab and equipment; suitable agency willing to provide on the job training to enhance skills; transportation to and from agency.

Preparation for Service Activity:

Students will be instructed for six weeks in the proper procedures necessary for office employment as well as the proper use of office machines such as word processors, computers, typewriters, and calculators. An outside fashion consultant will give students helpful hints on dress for the office using clothing from their existing wardrobe.

Service Activity:

Students will work for a local agency typing correspondence on a computer, word processor or typewriter. Student will total all invoices, purchase orders and accounts receivables; receive, distribute, or transmit fax correspondence for office; and make, distribute and/or file copies when necessary.

Reflection:

Keep a journal of all work activities. Share experiences and activities with others. Let other agencies know success of program.

Celebration:

An "office" celebration will be planned. Certificates of completion will be given to students and certificates of appreciation to agency office staff.

Course:
Business Education: Bookkeeping

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn and/or improve communication skills, accounting skills, computer skills, and office procedures.
Learn about another segment of the community.

Resources Needed:

Council on Aging and staff, college or university resource labs and access to material and literature on the elderly.

Preparation for Service Activity:

Students will enroll in refresher courses for basic math, computer, and English skills. Students will learn how to balance simple accounting entries such as a checkbook and bank statement. Students will participate in an intergenerational session.

Service Activity:

Students will act as receptionist and/or hostess for the agency, distribute incoming mail, file office correspondence, balance office bank statement, client checkbooks and bank statements.

Reflection:

Keep a journal of each day's activities once training has started at senior centers. Meet once a week to share experiences with other service learning students.

Celebration:

A successful completion party will be planned for students and staff. Issue certificates of completion to those students in the service learning project. Issue certificates of completion for class work completed at community college.

Course:
Business

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Develop office skills.
Increase his/her self-confidence.
Improve organizational skills.
Learn how to set priorities, follow directions, manage time, make decisions and proofread correspondence.

Resources Needed:
An office job simulation package which includes activities usually performed by secretaries and proper use of office machines and telephones.

Preparation for Service Activity:
Students will be computer literate and know how to operate a copier and fax machine. They will have completed an office job simulation package which includes activities performed by office personnel.

Service Activity:
Students will provide office duties for the United Way.

Reflection:
Students will keep a journal, meet once a week to discuss their activities and read/discuss current periodicals concerning the business world.

Celebration:
Students will meet with board of directors for the local United Way. They will relate what this work experience has meant to them.

Student Goals:
The Student will:

Perform all activities usually performed by receptionists. Learn how to follow supervisor's directions, make decisions and set priorities, answer telephone calls speaking courteously, properly record telephone calls and greet clients.

Awareness of good grooming habits and proper dress.

Resources Needed:

An office job simulation package and the clinic's office facilities.

Preparation for Service Activity:

Students will understand what will be expected of them as a receptionist. Prior to their project, they will complete an office job simulation package relating to a receptionist's duties. Students will become familiar with office machines. Successfully employed receptionists will be invited as guest speakers.

Service Activity:

Students will work as receptionists at a local health care facility. They will perform all receptionist's duties.

Reflection:

Students will keep a journal, meet weekly to discuss their experiences and read business magazines with articles relating to receptionists.

Celebration:

Students will receive certificates for their work. A picture of them should be placed in the adult education center.

Course:
Business:
"Receptionists and their responsibilities"

Level:
7th Grade and Higher Reading Level, Adult Education

Type of Service:
Indirect

Course:
Typing or Keyboarding

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Develop clerical and interpersonal skills.
Understand the intricacies of school administration and education components.
Acquire employability skills.
Acquire the ability to work in a structured environment.

Resources Needed:
Space and equipment.

Preparation for Service Activity:
Principals and school administrators willing to accept and supervise volunteer help.

Service Activity:
Students will provide typing skills for school administrators and principals during peak correspondence times. This will include mailing information to parents, typing envelopes, making copies, doing all filing, answering telephone calls and providing reception services to the public.

Reflection:
Keep a journal recording each activity, meet to discuss their experiences and make an assessment of his/her own progress.

Celebration:
At the end of the school year a picnic will be sponsored by the principals and administrators and the volunteers will be recognized and acknowledged for their services to each of the schools participating.

Course:
Computer Literacy

Level:
6th Grade and Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn how to operate a computer and use a word processing program, a data base program, or a spreadsheet program.

Resources Needed:

A computer, computer paper, the required programs and transportation to a hospital.

Preparation for Service Activity:

Invite the director or chief of the local hospital to come and explain the ways students could help at the hospital reception desk. Plan the activities the students will perform. Students will learn how to use a word processing program, a data base program, or a spreadsheet program.

Service Activity:

Students will assist at a local hospital's reception desk in such tasks as operating the computer, assisting with locating patients' room numbers for visitors or using the word processing program to type letters for the director or administrator, the data base file to assist in finding patients' records, or a spreadsheet program to print any reports.

Reflection:

Demonstrate each of these skills to the director or administrator. Type a summary of how using these programs help the hospital and share with class.

Celebration:

The student will receive a certificate of appreciation for helping the hospital.

Course:
Business Education

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Learn and/or improve basic receptionist skills such as answering phone calls, taking messages, and effectively organizing calendar and appointments for an office staff.

Learn and/or improve basic secretarial skills such as typing, filing, and using computer.

Improve communication skills.

Resources Needed:

Transportation to school business partnership office and staff willing to provide some additional basic training for local procedures.

Preparation for Service Activity:

Coordinate service learning activity with staff at the school business partnership office, arrange for transportation of student(s) to the office and instruct student(s) in the proper procedures for answering the telephone, taking messages, filing, typing and using the computer.

Service Activity:

Students will answer telephones, take messages, update staff calendars, type correspondence for office staff, file office correspondence and be responsible for the daily distribution of all incoming and outgoing mail.

Reflection:

Keep a journal of work experiences. Share experiences with other service learning students. Encourage other students to participate in the program, as well as, let the participating service organization know the benefits gained from such an experience.

Celebration:

A visit to local court proceeding with staff attorney will be arranged if possible. Award a certificate of appreciation to student(s) and school business partnership office. Seek grants or local funds to hire student(s) as summer intern(s).

Course:
Computer Basics, Keyboarding

Level:
Basic Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Develop skills in computer basics and keyboarding.

Resources Needed:
Relationship with senior service organizations, typewriter or computer with word processing software, printer and stick-on labels.

Preparation for Service Activity:
Students will learn how to use a keyboard. They will learn how to use a word processing program to make labels.

Service Activity:
The student will type labels for frequently used addresses or return addresses. These may be distributed to senior citizens by the senior service organization.

Reflection:
The student will use keyboarding skills to type a letter to the senior citizen he/she is assisting.

Celebration:
A visit to the senior center will be planned.

Course:
Computer Basics, Math

Level:
Basic Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Develop basic computer skills by designing and printing emergency phone number sheets for senior adults, utilizing a print shop program.

Resources Needed:

Relationship with senior citizens organization, computer, printer, print shop program, and laminating machine (optional).

Preparation for Service Activity:

Students will receive instruction in the use of an application program such as PRINT SHOP. They will be instructed in the safe use of the laminating machine.

Service Activity:

Students will design and produce a large print emergency phone number sheet that can be posted on a phone book or near a phone. This sheet can be laminated and blank spaces will enable the entry of additional numbers. Generic sheets may be prepared and distributed through the senior services agency or work sheets may be filled out by the senior adults to be returned to the student for use in preparing a custom sheet.

Reflection:

The student will write a poem or short story describing an episode in which his/her emergency phone listing was utilized.

Celebration:

The student will receive a certificate for distinguished service.

Course:
Computer Literacy

Level:
6th Grade and Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn to operate a computer, type on a keyboard and use an application program.

Resources Needed:

A computer, computer paper, application program and transportation to senior citizen center.

Preparation for Service Activity:

Invite the director of a senior citizen center to come and explain the ways students can help the elderly or senior citizens. Plan the activities the students will perform and demonstrate how to type and use an application program such as PRINT SHOP.

Service Activity:

Students will visit a center for senior citizens and help organize activities which will assist the senior citizens such as printing in large type a monthly or weekly calendar of events to help them remember. Signs in large print to remind them of special medication, emergency phone numbers or other helpful aids could also be printed by the students.

Reflection:

Evaluate which services were most useful and how well each student accomplished the assigned task on the computer. Draw a pie chart of which services were most requested and display on bulletin board.

Celebration:

A banner will be printed, thanking the senior citizens for their cooperation. A covered-dish meal will be planned at the center to share accomplishments.

Course:
Office Procedures, Drama

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Know factors involved in and appreciate theater production as an art form.

Develop telephone communication skills and other office procedure skills.

Resources Needed:

Local community theater group or local fine arts council and teacher of general office procedures.

Preparation for the Service Activity:

The theater staff will share with the student volunteers the different aspects involved in a local theater production. Students will be exposed to all areas including publicity, communications, fund raising, set and costume design, rehearsals, and any other factors involved in the production. An office procedures teacher will help prepare students for the general office functions to be engaged in during the activity.

Service Activity:

Students will assist a local theater group or fine arts council in the following capacities: answer the phone in the local theater office or fine arts office; walk–in ticket sales and collections for productions; assist in concession areas; usher at productions; and run errands during rehearsals.

Reflection:

Students will record their activities and impressions in a journal. Class and small group discussions will be held for students to share thoughts on tasks performed as well as the actual production.

Celebration:

Names of student volunteers will be listed in the program for the theater production. Certificates of recognition will be awarded to students involved in the activity. Recognition of student volunteers will be publicized in local arts publications and in school district publications.

Course:
Data Processing, Computer

Level:
High School Reading Level, Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:

Understand the work involved in just one of the many facets of operating a shelter home, especially one that relies on contributions for its existence.
Realize the importance of their contributions in terms of the cost of hiring the service which they perform.
Improve their word processing skills.

Resources Needed:

Teacher, appropriate texts, word processors and an executive director of shelter home.

Preparation for Service Activity:

Students will review letter writing skills in preparation for writing thank you notes and/or letters of acknowledgement for contributions received by the shelter home. Since contributions will be money, supplies and service, there is a need for the students to be creative and make each letter an original one. Students will learn word processing skills.

Service Activity:

Student volunteers will write thank you notes and letters of acknowledgement for contributions of supplies, money and service for the shelter home. Volunteers will also make a "Want List" for the home to be made available to persons who ask what they can give or what they can do.

Reflection:

Students will discuss: Does the shelter home have a secure future if it depends mainly on contributions? Will the need for a shelter home continue? What effect will their letters have on future donations to the home? Students will share the "Want List" with others.

Celebration:

Volunteers will receive certificate of appreciation. Those who become ambassadors for the shelter home by letting others know about its work will reach the advocacy level of service, a higher level because of its lack of public recognition.

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

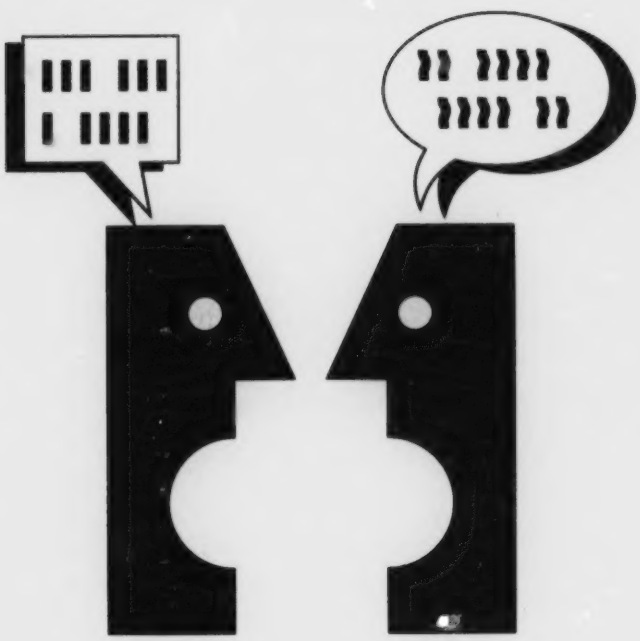
Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

ENGLISH AS A SECOND LANGUAGE



Course:
English As A Second Language

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Participate in a Driver's Education Course and obtain driver's license.

Resources Needed:

Driver's Handbook and access to Driver's Education Class and senior citizens.

Preparation for Service Activity:

Students will read and become familiar with the Driver's Handbook and will have contact with a Driver's Education teacher to reinforce learning.

Service Activity:

After completing the Driver's Education Course and demonstrating proficiency in driving, students will volunteer to transport senior citizens to their appointments.

Reflection:

Students will keep a journal which will include a tally of their mileage and the number of Senior Citizens transported during a month.

Celebration:

Students, senior citizens, and Drivers Education teachers will gather when the course is completed. Certificates and citations will be presented for participating in the service activity, successfully completing the Driver's Education course and obtaining their licenses.

Course:
English As a Second Language

Level:
2nd - 4th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Gain a better understanding of senior citizens in American culture.
Improve conversational skills in English.
Develop social and interpersonal skills.

Resources Needed:
Basic readings which feature senior citizens and a social worker from a retirement center to give students a basic orientation on working with seniors.

Preparation for Service Activity:
The teacher will discuss with students the needs of older citizens. The teacher will also teach students how to conduct interviews. Students will practice interviewing other students in the class.

Service Activity:
Adult Ed/ESL students will visit the retirement center to conduct oral interviews. These interviews will determine ways students can assist seniors, such as reading to the visually impaired, writing letters for arthritic patients or making phone calls for those with hearing impairments. The teacher, social worker and student will then determine a visitation schedule of at least one hour per week.

Reflection:
ESL students will keep journals recording their experiences with the seniors and then discuss them in class to practice their English.

Celebration:
Students and their senior companions will celebrate with an "International Day" where ESL students will prepare and bring foods from their native countries to share. The local media will be invited to attend.

Course:
English As a Second Language

Level:
2nd - 4th Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve reading/writing/math skills by working with Adult Education students.

Learn about community services by visiting community agencies.

Develop/improve social and personal skills by working closely with Adult Education Community members.

Resources Needed:

Transportation, childcare, ESL materials and Adult Education student volunteers.

Preparation for Service Activity:

ESL materials (reading, writing, math, life/survival skills) will be ordered. Transportation will be arranged for students and volunteers. Classroom and childcare facilities will be identified. Teacher and students will decide which community agencies to visit.

Service Activity:

Volunteer Adult Education students will be assigned to work individually with ESL students. They will take part in classroom activities as well as field trip community agencies.

Reflection:

Volunteers, students and the teacher will participate in an oral evaluation every three months. The Adult Education volunteer group will also submit a written evaluation.

Celebration:

Every three months, a reception will be held for all students and their families at one of the agencies visited. Certificates will be awarded to the ESL students. Adult Education volunteers will be recognized for their community service.

Course:
English As a Second Language

Level:
2nd - 4th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Improve math skills.
Develop/improve social and personal skills by working closely with other students.

Resources Needed:
Transportation, childcare, ESL math materials and volunteer GED students.

Preparation for Service Activity:
ESL math materials must be ordered. Transportation must be arranged for field trips. Teacher and ESL students will determine what math survival skills they want to develop/improve. With the volunteer GED students they will decide where and how they can practice these tasks.

Service Activity:
Volunteer GED students will work one-on-one with foreign students to develop/improve the math survival skills each ESL student identified.

Reflection:
Volunteers, students and the teacher will participate in an oral evaluation for all involved. The volunteer group will also summarize their experiences in writing.

Celebration:
Certificates will be awarded to all participants.

Student Goals:
The Student will:
Gain competence in using a ruler and/or tape measure.
Improve English conversation skills.

Resources Needed:
Ruler, yard-stick, tape measure and Habitat for Humanity site.

Preparation for Service Activity:
Teacher will model orally the use of a ruler, yard-stick, and/or tape measure to show inches, feet, and yards. Students will practice using these items in the classroom.

Service Activity:
Students will volunteer to assist in measuring a Habitat for Humanity construction site.

Reflection:
Students will meet weekly to discuss their working experiences and keep journals of their daily assignments at the Habitat site.

Celebration:
Certificates will be given to the students at the ceremony when the home is turned over to its new owners.

Course:
English As A Second Language

Level:
Adult Education

Type of Service:
Indirect

Course:
English As A Second Language

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Understand and demonstrate knowledge of some liquid and food measurements.
Improve English conversation skills.

Resources Needed:
Various types of dried and liquid foods to be measured, measuring cup and spoons and local food co–op.

Preparation for Service Activity:
Teacher will introduce lesson by supplying actual foods, pictures of foods and measuring cup and spoons.

Service Activity:
Students will assist at a local co-op store by weighing, bagging, packaging and organizing food items.

Reflection:
Students will keep a record of various food items at the co-op store; mark and measure food items to be stored and sold and calculate actual costs of foods measured.

Celebration:
Foods at local co-op store will be organized for distribution to low-income and indigent families. Certificates will be presented to students who committed the most contact hours.

Course:
English As A Second Language

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Sing and respond to a new song via taped music or with piano or guitar.

Be able to recognize the song and/or music.

Resources Needed:

Piano, songbooks, guitar, tape recorder, tapes, records, record player and a community center.

Preparation for Service Activity:

Teacher models the sentences of the song(s) as it is played while students listen.

Service Activity:

Students will volunteer to teach native song(s) at various community centers or nursing homes.

Reflection:

Keep a journal of daily activities with participants at the community centers and nursing homes.

Celebration:

Choose a convenient time when students, teacher, community center representatives and nursing home residents can meet and engage in an old-fashioned sing-a-long with musical instruments and native songs.

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

GED

Course:
GED

Level:
8th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Be able to give clear oral and written directions.
Be able to organize a group of young people to accomplish a task or goal.

Resources Needed:

Scout leaders, scout activity manuals and whatever is needed to accomplish the various tasks or goals.

Preparation for Service Activity:

Invite a scout leader from the area to explain the purpose of scouting and its reliance on volunteers. The teacher will present a "quick start" type of training for the class, explaining the various activities and events which require the help of volunteers, and assist students in selecting activities in which their talents can best be utilized.

Service Activity:

Students will direct scouts in an activity for which they can earn a badge, help plan a special annual event, such as the Cub Scout EXPO or the Blue and Gold Banquet, present a program or demonstration for a scout meeting, help with fundraising drives for the scouts. The choices are unlimited.

Reflection:

Students will write an explanation of their service activity, detailing the successes they had and any insight into ways their methods could be improved. They will construct a simple evaluation form for the scouts and their leaders or use interviews to determine the effect of the activity.

Celebration:

Students will present scouts with the badges they earned or provide certificates for participation. This will be done at a large group meeting such as a Pack Meeting. Volunteers will be recognized and treated to a party to be given by the scouts.

Course:
GED

Level:
Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:

Develop a team spirit in a unified writing effort to establish a computer lab.

Increase knowledge of costs and operation as they research computers.

Resources Needed:

Writing materials, computer research catalogs.

Preparation for Service Activity:

Assess the need for a computer lab. Research types and costs of computers. Prepare list of names to whom the written appeal for a computer lab will be made.

Service Activity:

GED students will write to the school superintendent and board concerning the need for a computer lab. They will support their request with logical reasons and research on costs and operation.

Reflection:

Orally evaluate the letter-writing campaign and response received. Plan the second step of writing or appearances in support of the project.

Celebration:

The school board and superintendent will be invited to a reception given by Adult Education students. Gratitude for consideration of the computer lab will be expressed at that time.

Course:
GED, Basic

Level:
ABE - High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Become aware of the types and amount of litter discarded within walking distance of the school.

Be able to conduct an anti-litter campaign among the student body and the neighborhood through the use of letter-writing, posters, and public service announcements.

Resources Needed:

Gloves, trash bags, poster paper and other writing materials and transportation.

Preparation for Service Activity:

The teacher will lead a class discussion to heighten the students' awareness of the litter problem and to encourage them to become a part of the solution.

Service Activity:

For several weeks, students will pick up litter within a pre-determined area around the school. They will record the kinds and amount of litter and try to determine the greatest contributors within the community. They will conduct an anti-litter campaign.

Reflection:

Students will pick up litter in the same area after the anti-litter campaign and decide if the campaign has been effective.

Celebration:

Students will receive recognition from Keep America Beautiful or another organization interested in litter control. Their project will be publicized at the school and other classes will be encouraged to continue the clean-up/keep-clean concept.

Course:
Adult Learning Lab(Interdisciplinary)

Level:
GED Preparation, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Develop interpersonal skills.
Improve language development.
Develop and improve parenting skills.
Develop better questioning techniques.

Resources Needed:
Student orientation with program director and transportation to site.

Service Activity:
Adult students will serve as tutors to K-5 students in an after-school program daily M-F. Tutors will volunteer two(2) hours per week. The schedule will be arranged with adult students and the director of the program.

Reflection:
Students will keep a journal of their tutoring experience. They will meet every two weeks to discuss their experiences as a tutor and as a parent.

Celebration:
At the end of each grading period, adult students and the K-5 students will recognize improvement and progress with a pizza party sponsored by a local service club. The event will be publicized by the local media.

Student Goals:
The Student will:

Observe and list responsibilities of occupations of young adult mentors.
Understand the basic skills of reading, writing, language arts, and math in the workplace.
Understand the importance of the work ethic as it pertains to punctuality, appropriate dress, being on time and problem solving skills.

Resources Needed:

A community service organization/club whose members will serve as mentors for GED preparation students.

Service Activity:

Students will spend one day a week for one month "shadowing" their mentors. In exchange, the students will share their experience with the "at-risk" class at the local high school.

Reflection:

The student will report to the class about their "career" area experience. The report can be written and shared with the class by letting others members read the report or given as an oral report in class.

Celebration:

Class members will attend a luncheon meeting of the service organization with their mentors and share their experiences with the other club members. The local news media will be asked to cover the event in the local press.

Course:
Language Arts

Level:
GED Preparation, Adult Education

Type of Service:
Indirect

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

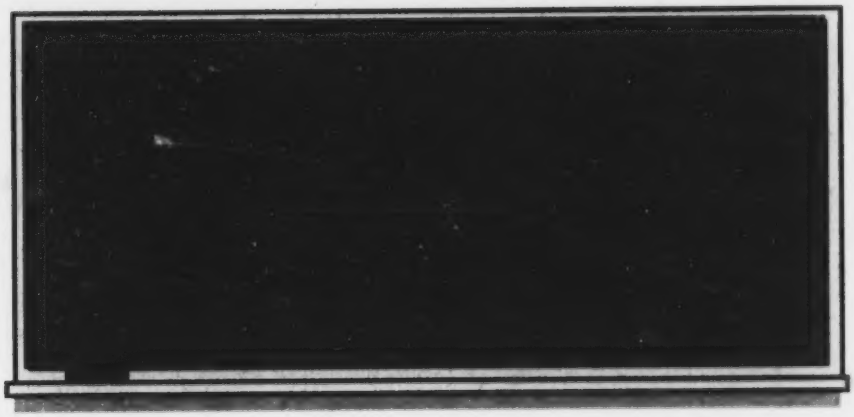
Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

LANGUAGE ARTS



Student Goals:
The Student will:

Improve written/oral communication skills.
Increase knowledge of the field and scope of adult education. Understand the media and importance of advertising.
Increase social skills.

Resources Needed:

Media commitment to print or air designed materials and a list of civic clubs and churches willing to place students on their program agendas.

Preparation for Service Activity:

List of professionals or college level journalism students willing to assist. Students will develop successful advertising techniques and procedures, visit newspaper, television/radio stations and meet with local civic club and church officials.

Service Activity:

The students will develop and design an advertising promotion for the local adult education program. They will write news articles, design ads, collect pictures, interview students, and contact the local media. They will decide upon a theme, develop a logo, and distribute information to the community.

Reflection:

Share thoughts and ideas and work cooperatively together each week. Share designs/drawings, etc. with classmates and ask for input. Present program to community groups.

Celebration:

Some of the ads will be used by local media. Certificates will be awarded. An appreciation cookout will be held for all involved.

Course:
English, Writing

Level:
8th - 12th Grade
Reading Level, Adult Education

Type of Service:
Advocacy

Course:
English, Writing

Level:
9th - 12th Grade
Reading Level, Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:
Develop a team spirit in the unified effort to establish an Adult Education Center.
Increase knowledge of community needs, budgeting and operational costs.

Resources Needed:
Writing materials.

Preparation for Service Activity:
Assess the need for an Adult Education Center. Seek information about costs of supplies, equipment, available rental space, etc. Prepare list of those to whom the letters should be addressed.

Service Activity:
Students will write to the school board members and administrative staff regarding the need for a community adult education learning center. They will provide research information and pledge their support of the effort.

Reflection:
Discuss proposed project and letter campaign. Plan a second phase of writing or appearances in support of the project.

Celebration:
A representative from the school administration will be invited to speak to the class and discuss possibilities for establishing the learning center. The class, in turn, will offer continued support of the project.

Student Goals:
The Student will:

Develop a team spirit in the unified effort to establish a community park as an organized, secure meeting place for teenagers.

Increase their knowledge of costs, budgeting, security, and operation.

Resources Needed:

Writing materials, community survey and city planning information.

Preparation for Service Activity:

Survey the community's interests. Compile data from the survey. Research the establishment and operation of the teen park.

Service Activity:

Students will write to the city council members regarding the need for a "teen" park. They will provide survey data as well as research on costs and operation. They will enlist media support for the project.

Reflection:

Discuss and evaluate the letter campaign. Plan the second step of the campaign.

Celebration:

City officials will be invited to class to announce project progress. At this reception, the class will ensure them of the continued class support and effort.

Course:
English, Writing

Level:
9th - 12th Grade
Reading Level, Adult Education

Type of Service:
Advocacy

Course:
Language Arts, Social Studies

Level:
6th Grade and Higher Reading Level, Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:

Be able to support his or her opinion for a cause through written and oral communication.

Become aware of local, regional, national or international laws or customs which may be affected by public opinion.

Develop a sense of empowerment to influence others.

Resources Needed:

Writing materials, speakers, newspapers and other media.

Preparation for Service Activity:

The teacher will spur students' interests in various causes and current issues through class discussions, use of media and videos and outside speakers. The teacher will acquaint the students with methods of influencing others through letter writing, petitions, etc.

Service Activity:

After researching issues currently being debated, students will write letters to appropriate people or agencies expressing support for their views.

Reflection:

Students will discuss the successes and failures of their efforts.

Celebration:

Students will organize and carry out a fundraiser for a cause they all support.

Course:
Language Arts

Level:
Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:
Improve writing skills.
Improve oral communication skills.
Increase research skills.

Resources Needed:
Word processing lab and transportation for students attending the meeting.

Preparation for Service Activity:
Learn how to write a good letter, become familiar with the use of the word processor and research the need for a local museum.

Service Activity:
Student will write letters to local newspaper and officials expressing the need to establish a local museum. Follow-up activities will include attending a town meeting to address the feasibility of locating a site for a museum.

Reflection:
Class members will discuss how the writing activities and addressing of community leaders in a public forum increased their skills while advocating the need in the community.

Celebration:
Publicizing the progress on the museum with a publicity party will encourage community support for the museum.

Course:
Writing, Reading

Level:
6th Grade and Higher Reading Level

Type of Service:
Direct

Student Goals:
The Student will:

Develop a greater appreciation and awareness of the problem of illiteracy.
Increase communication skills.
Increase self-confidence.

Resources Needed:

Computers, laminating machine, binding materials and permission from students to reproduce and use their materials.

Preparation for Service Activity:

Tutor training, planning session to discuss details and expected outcomes of the project and development of a writing and editing curriculum.

Service Activity:

Higher level (6-12) adult students will tutor and assist students (0-5) with recording memorable experiences in their lives which together they will edit, refine, bind, and return to the literacy classroom to be used as reading materials for other students.

Reflection:

Keep journal on each experience. Discuss experiences. Review video tapes of project.

Celebration:

Hold a book autographing session that will include family members, media, and other invited guests.

Course:
English

Level:
High School - GED, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Develop an awareness of the needs of low functioning adult readers.
Be equipped to tutor on a one-on-one basis.
Improve reading skills.
Develop skills by using resources available through the local literacy association.

Resources Needed:

Adult reading materials, i.e. "Laubach Way to Reading", "Reading for Today," Steck-Vaughn, certified Laubach trainer to lead workshop, space for workshop, space for tutoring and support of literacy/AE professional.

Preparation for Service Activity:

Present tutoring project to English class. Explain the logistics of the tutoring project. Recruit potential tutors and students. Schedule and implement tutor training workshop. Match English students to low functioning readers.

Service Activity:

AE English students will meet with reading students on a regularly scheduled basis for reading instruction.

Reflection:

AE English reading tutors will check in on a regular basis with AE English teacher and literacy professionals. They will keep a journal of their tutoring experiences and write an essay on the benefits of tutoring. The AE English reading tutors will share successes and challenges.

Celebration:

The AE English reading tutors and students will gather together with literacy professionals and AE teachers for pizza-Pepsi party to celebrate the first month of tutoring.

Course:
English

Level:
8th Grade and Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Improve interpersonal skills.
Appreciate the difficulties of the visually impaired.
Understand the extent of the illiteracy problem in the United States.

Resources Needed:
An association with the Lions Club, the S.C. Dept. of the Blind and Handicapped, Office of Adult Education and the local Literacy Association.

Preparation for Service Activity:
Develop the ability to read and enunciate clearly. Be equipped with extraordinary interpersonal and social skills. Develop creative communication and listening skills.

Service Activity:
Students will provide tutoring for the Literacy Association. They will read to and entertain homebound residents, whether blind or otherwise impaired. When requested, they will assist with residents' correspondence and/or record keeping.

Reflection:
Keep journals recording each activity. Discuss experiences. Each student will make an assessment of his/her own progress.

Celebration:
The Lions Club, the S.C. Dept. of Blind, the Office of Adult Education and the Literacy Association will sponsor a banquet acknowledging the volunteers and celebrating the lives they touched by having them present as their special guests.

Course:
Language Arts

Level:
Basic Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Develop spelling ability and recognize and pronounce words from a reading/spelling list in varying degrees of difficulty.

Resources Needed:

The Slosson's Oral Reading Test and teacher-made spelling list.

Preparation for Service Activity:

Review word lists with students and have students read aloud for confidence and competence.

Service Activity:

Students will assist children at an afterschool daycare facility in practicing pronunciation and enunciation of words, spelling and de-coding by syllables.

Reflection:

Keep a tally of the times and number of children that are assisted. Make a chart or poster showing words in varying degrees of difficulty.

Celebration:

A time will be chosen when students and children will meet to share their progress. Tokens will be given to children from the parents, students, and teacher.

Course:
Reading

Level:
Basic Literacy, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Develop communication skills.
Gain and share knowledge of genres of children's literature.
Research origin of stories, their people, geography and culture.
Learn and demonstrate teaching reading techniques.

Resources Needed:
Children's literature from various genres, access to media center and special areas of the school for reading sessions.

Preparation for Service Activity:
Study various genres of children's literature and practice reading. Help secure and decorate reading areas. Work with administration and faculty to set up times for reading sessions and to match third graders with adult students.

Service Activity:
The student will read various genres of children's literature to third graders, one-on-one and help the child research the particular genre of the book read. Various teaching techniques, such as prediction and advance organizers, will be utilized.

Reflection:
Keep a journal of the experiences.

Celebration:
Upon completion of a book, each student and third grader will make a presentation of their book/story. Refreshments will be served. Certificates will be given to participants.

Course:
Reading, English

Level:
Basic, GED, High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Improve oral reading skills.
Gain an appreciation of children's literature and a better understanding for the importance of reading to children.
Gain an increased awareness of illiteracy.
Learn the proper form for and gain experience in writing a business letter.

Resources Needed:

Tapes, tape recorders and children's storybooks.

Preparation for Service Activity:

The instructor and/or invited speakers, perhaps a representative from the local literacy council or the public library, will lead class discussions on how to select appropriate children's stories, the importance of all parents reading to young children, and the scope of illiteracy and the problems confronting the nonreader and his/her family. The GED and/or High School Diploma students will be matched with a literacy student who is a parent and together they will select a story to be taped for the literacy student's child(ren).

Service Activity:

The GED and High School Diploma students will tape the chosen story so that the literacy student can take the tape and storybook home and "read" to his/her child(ren).

Reflection:

The students will brainstorm as a class the limitations they believe confront non-reading members of today's society. Students will record in a journal their thoughts about illiteracy and how reading to young children can make a difference. These thoughts can then be turned into a class letter to the editor of the local newspaper, the school board and/or parents of children registered in the district's preschool programs.

Celebration:

Students with their literacy student partner will enjoy a story read by an instructor or a "storyteller" from the local library.

Course:
Composition, English

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Know the factors involved in a well developed paragraph or essay. Increase understanding of how to organize and focus on a topic in an essay.

Resource Needs:

An English or composition teacher, appropriate materials and a middle school language arts teacher and class.

Preparation for Service Activity:

The English teacher will review for the students the aspects of a good essay. Students will be trained and practice reading essays for development and organization. Students will be trained how to make positive suggestions about the detail and organization of an essay in order to make the writing more complete and enjoyable to read.

Service Activity:

Students will volunteer to be readers of essays by middle school language arts students. Their responsibility will be to read the essays and give positive feedback and helpful suggestions concerning detail and organization of essays. Students are not to grade the essays.

Reflection:

Keep a journal of activities and impressions. Share experiences through class and small group discussion. Adult Education students will respond to essay topics assigned by middle school students.

Celebration:

The student volunteer readers and the middle school students will have a joint ice cream or pizza party in which they get to meet each other. Pictures taken at the party should be displayed in both the adult education center and middle school as a way to recognize the project.

Student Goals:
The Student will:
Be able to state the main idea and details of a story and define the key words in a passage.

Resources Needed:
Books on a reading level of grade four and up with an interest level for preschool children such as fairy tales, tape recorder, cassette tape, paper, crayons and transportation to daycare center.

Preparation for Service Activity:
Coordinate time for reading at day care center. Help in selection of reading material and how to ask questions to state the main idea and the details of a passage.

Service Activity:
The students will read to preschool children and keep their attention by asking questions on the main idea and the details of the story. A record of the reading and questioning time will be kept.

Reflection:
Listen to the recording, especially the answers of the children. Evaluate whether the children have understood the story with the help of the questions.

Celebration:
After several reading sessions, plan to write a book with the children of the day care using the paper and crayons; make a copy for each child to take home.

Course:
Reading

Level:
4th Grade and Higher Reading Level, Adult Education

Type of Service:
Direct

Course:
Reading, Social Studies

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Develop a better knowledge of his community.
Learn to use newspapers as a source of information.
Improve oral reading skills.

Resources Needed:
Cassette tape recorder, cassette tape and local newspaper.

Preparation for Service Activity:
Practice in oral reading and using a tape recorder.

Service Activity:
The students will record articles from local newspapers on cassette tape to be used by the visually impaired.

Reflection:
The student will keep a journal, recording each activity and will orally report to class after completing the project.

Celebration:
Each student will visit a visually impaired person, read to him/her and have a picture made for display.

Course:
Language Arts

Level:
Adult Education

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Learn about resources in the community.
Develop reading and writing skills through correspondences with different agencies.
Become aware of volunteer services in the community

Resources Needed:

Information about Project S.H.A.R.E. and a building or site in which to collect, bag, and distribute food items.

Preparation for Service Activity:

Present information about Project S.H.A.R.E. to Chamber of Commerce. Develop a system for operating the project.

Service Activity:

The participants will organize a program coordinating Project S.H.A.R.E. with volunteer tutoring. The participants will work with ministerial and recreational organizations to gain support for the project. The participants will collect, bag and distribute food items as well as chart the volunteer hours served.

Reflection:

Keep a journal. Record how the program stimulated a community spirit. Group discussion of the need for tutoring and how it benefits the tutor and the students.

Celebration:

Have a community picnic for the participants and volunteers in the program.

Course:
Reading, Health

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Develop a sensitivity to the needs of those impaired by Alzheimer's Disease and their caregivers.
Develop skills in organization.

Resources Needed:

Books or pamphlets on Alzheimer's Disease, small tool or tackle box, plastic toy tools, play money and other articles as indicated by individual needs.

Preparation for Service Activity:

The student will read about Alzheimer's Disease and those affected by it. The student will meet with a senior citizens coordinator or nursing home activities coordinator to determine a specific need.

Service Activity:

The student will develop and assemble an Alzheimer's activity kit containing articles that an individual might have used during his/her working years. These items can be stored in a tool box. Someone who worked in a beauty shop might have brushes, combs, and mirrors. A banker might have play money, checks, a ledger, etc. Generic Kits will also be developed. All the kits will have tactile articles that can be easily manipulated.

Reflection:

The student will demonstrate the Alzheimer's kit to his/her class.

Celebration:

The student will present the Alzheimer's kit to the senior citizen or activities coordinator.

Course:
Reading

Level:
High School Diploma/GED, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Become aware of the needs of patients and family members in the waiting room of the local health clinic.
Learn to work with other adult students and instructor to determine what kinds of materials are needed for activity kits.
Work with the staff of the clinic to make decisions about appropriate materials.
Learn about safety requirements for children's toys.

Resources Needed:

Director and/or clinic staff member to attend class to discuss needs of patients, a reading specialist to explain to adult students materials appropriate to various developmental stages and a source for books, toys, games, books on tape and/or materials to make some of these items.

Preparation for Service Activity:

Meet with the director of the clinic to determine appropriate components for activity kits. Research possible components for kits such as books, games, puzzles, toys and/or books on tape.

Service Activity:

Students will provide activity kits for patients and their families in health clinic waiting room.

Reflection:

Keep a journal of thoughts and feelings about the service activity. Discuss in class the progress of the service activity.

Celebration:

Students will be recognized with certificates and refreshments. Newspaper will carry an article about the service activity.

Course:
Writing, Driver Training

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Develop mapping and organizational skills.
Develop writing skills.

Resources Needed:
Collaboration with an agency sponsoring Meals On Wheels. The students will have their own transportation and a city map.

Service Activity:
The student will volunteer to deliver meals to home-bound residents through a local agency sponsoring Meals On Wheels.

Reflection:
The student will keep a journal and map route for Meals On Wheels.

Celebration:
An article about student volunteers will be written and submitted to local newspapers and the senior citizen newsletter editor.

Course:
Reading

Level:
Family Literacy, Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Learn the importance of helping the lonely and forgotten elderly.
Develop an awareness of the rich and diverse backgrounds and history of the elderly.
Learn planning and organizational skills.
Learn about the special interests and needs of the elderly.
Learn the benefit of forming intergenerational support groups.

Resources Needed:

Transportation to the Council on Aging Center, writing materials and audio-visuals to teach students about gerontology and meet the learning and entertainment needs of the elderly.

Preparation for Service Activity:

Contact director of Council on Aging to find out the needs of the group. Work with the director to determine time for this activity. Study gerontology in order to understand this particular developmental stage in life. Develop and organize the activities of each session based on needs of individuals through interviews.

Service Activity:

Students will provide weekly learning/entertainment sessions for Council on Aging participants, either one-on-one or as a group.

Reflection:

Keep a journal of reflections on this activity. The students will have weekly planning and organizational discussions.

Celebration:

There will be monthly birthday celebrations for students and participants. An end of the year celebration will be held and special certificates and awards will be presented to the students. There will be a joint recognition banquet in the early spring. At the adult education graduation, service learning students will be recognized and presented awards.

Course:
Language Arts, Social Studies

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Improve oral communication skills.
Improve interpersonal skills.
Increase community awareness.
Improve interviewing skills.

Resources Needed:
Access to a display area in a community building, class constructed interview questions and information on careers of the past, present and future.

Service Activity:
Students will interview "seniors" in the community using one-on-one interviews, video taping, and/or tape recording techniques to gather life histories. Students will revise and edit as necessary to have a finished product. The interviews will be displayed in a public location to be shared by the community.

Reflection:
Students will compose a journal article describing their feelings about the recording of the life histories and their importance in the community.

Celebration:
Class members and the seniors who were interviewed will attend the opening of the display and the community reception sponsored by the local historical society or other appropriate group.

Student Goals:
The Student will:

Gain practice in teaching skills

Learn how to rate finished objects based on the capabilities of the students rather than on comparison with a professionally made object.

Resources Needed:

Teachers and appropriate texts, prior knowledge or instruction booklet, practice in the skill to be taught and samples of completed objects.

Preparation for Service Activity:

Students will obtain background information and prepare a handout and a list of materials for the object to be made in the class.

Service Activity:

Student volunteers will teach a class (water color, fabric painting, etc.) to persons at the local senior citizens center.

Reflection:

Students will compare their preconceived ideas regarding senior citizens to what they actually learned while working with them. They will also assess which abilities/skills are lost and which are retained as persons grow older.

Celebration:

Students and senior citizens will display completed items at the senior citizens center's open house.

Course:
Language Arts, Art

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Course:
English II

Level:
10th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Read and appreciate short stories.
Become familiar with the elements of the short story.
Use critical thinking and reading strategies to gain a fuller understanding of the short story.

Resources Needed:

Collection of short stories.

Preparation for Service Activity:

Brainstorm activities, prepare flyers for the senior citizen center and invite residents to participate.

Service Activity:

The students will share short stories with residents of a senior citizen residence facility, one-on-one.

Reflection:

Write a dialogue with characters from the stories; record interpretations of residents reactions to the stories.

Celebration:

Residents will be invited to visit at school and share dialogues with class.

Course:
English, Literature

Level:
GED/High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Gain an understanding for and an appreciation of poetry.
Improve cooperative skills.
Gain a better understanding of the aging process and the needs of senior citizens.

Resources Needed:

Construction paper, markers, crayons, glue, scissors and laminator.

Preparation for Service Activity:

The class will determine who will receive the lunch tray liners. The instructor will discuss poetry and the literary tools used in writing poetry. The instructor and/or an invited speaker, perhaps someone from the Council on Aging, will lead a class discussion on the aging process, the needs of senior citizens and, why something so simple as a tray liner, can mean so much to the recipient. The instructor will demonstrate how the liners are constructed and discuss possible ways they can be decorated.

Service Activity:

Working in teams, students will construct the tray liners. A favorite poem can be copied onto paper and then decorated, or the instructor can assign one team to find, copy and decorate a poem containing a simile while another team finds a poem with alliteration, etc. The students will sign the backs of the liners and include the address of the school and an invitation to the recipients to write. The tray liners will be laminated.

Reflection:

The students will keep a journal, recording their feelings regarding "the value" of the tray liners, their choice of poems and decorations.

Celebration:

The students will enjoy a lunch together and share any letters that might have come from the senior citizens who received the tray liners.

Course:
English

Level:
10th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve communication skills and reading comprehension.

Improve interactionary relationships.

Improve understanding and appreciation for a different cultural group in society.

Resources Needed:

Story-tellers and historians (professional and amateur) and a wide variety of appropriate material on current trends and issues of population make-up.

Preparation for Service Activity:

Students will be given an introduction to basic speech requirements, review of English grammar and composition structure and read and share at least three articles about multiculturalism.

Service Activity:

Students will read stories to clients at participating senior centers, hospitals, preschools, day care centers, etc., write letters for elderly at senior centers, nursing homes and those in hospitals and make-up and write short stories for children.

Reflection:

Keep a journal of daily activities and occurrences. Share experiences with other service learning students. Evaluate skills learned. Volunteer to continue to do some of these activities on their own.

Celebration:

A storytelling festival will be planned where professional and amateur storytellers, mimes, and local historians will be invited to participate. A class recognition banquet will be organized during which certificates of appreciation will be given.

Course:
Language Arts

Level:
Basic Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Gain experience writing and recording childhood memories.

Resources Needed:
Newspapers.

Preparation for Service Activity:
Make contact with residents at a local nursing home to arrange interview sessions.

Service Activity:
Students will interview residents at several informal sessions as senior citizens reminisce and recall early years experiences. Put together a booklet of the printed stories and give as a keepsake.

Reflection:
Students will keep notebooks and/or journals on the residents that they interviewed. They will also tape record conversations to be shared and discussed with classmates.

Celebration:
An informal reception to be arranged at the nursing home where residents can share and re-play tapes of their previous conversations. Tokens of participation will be given to the residents.

Course:
English, Reading, Language Arts

Level:
6th Grade and Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn the organization of a library and how to shelve books in alphabetical and numerical order.
Use the computerized card catalog and be able to check books in and out of the library.
Be able to man an information booth and help someone apply for a library card.

Resources Needed:

Librarians.

Preparation for Service Activity:

The teacher or a librarian will familiarize the students with the organization of a library, the method of shelving books and the other programs libraries offer schools and communities.

Service Activity:

Students will volunteer for duties needed in a school or public library. They will shelve books, use the computerized card catalog, check books in and out, help issue library cards. In addition, students will assist with story hour or the showing of films.

Reflection:

Students will keep a journal to record their duties and their experiences while working with the librarians and the users of the library.

Celebration:

Students will receive certificates of appreciation for their volunteer services, to be presented at an end of the semester get-together. Their names and record of their service will be published in a school/district newsletter.

Course:
English

Level:
8th Grade and Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Improve his/her writing and listening skills while learning more about the lives of elderly people.

Resources Needed:
English textbooks, writing materials, computer or typewriter binders, camera, film and mini photography course.

Preparation for Service Activity:
Complete a unit in writing in textbook, select nursing home, contact agencies for approval and plan activities with cooperating agencies.

Service Activity:
Students will visit nursing home, choose at least two patients to work with, interview each and take pictures. Students will write, edit, and publish interviews in a binder with pictures of each person with his or her story.

Reflection:
Students will be asked to participate in an oral discussion of each interview, talking about the experience of each patient. Students will also compare lives of the elderly to the life and time of today.

Celebration:
After the completion of the booklets, students will give a punch and cookie reception in honor of the patients. At this time students will go back to the patients interviewed and present each of them with a copy of the finished booklet. This booklet will also help patients to learn more about each other.

Course:
Writing Skills

Level:
8th - 12th Grade
Reading Levels, Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Demonstrate writing abilities in essay writing.
Understand the principles of essay writing and story telling.
Appreciate people from other cultures both within and outside of the United States.
Acquire coordination skills in the production, organization of materials and presentation of a workshop.

Resources Needed:

Books on essay writing/storytelling, interviews with persons from ethnic groups within the United States and from other cultures and tapes and video productions.

Preparation for Service Activity:

Identify groups within the US culture e.g. African, Caribbean, Greek. Contact associations and leaders of specific communities to speak with them about their organizations and to conduct interviews with members of these communities. Identify persons who are willing to share their personal stories and stories from their countries and ethnic groups within the United States.

Service Activity:

Students will attend meetings and other social functions that these groups convene; share and exchange ideas with group members and help to clarify social, political and economic issues that persons from these groups have difficulty comprehending or understanding; assist non-English speaking members of these groups with writing their stories.

Reflection:

Keep a journal. Evaluate progress made with interviews and reflect on learning skills acquired.

Celebration:

A presentation of essays and storytelling will be held at a community center for students and those who consented to be a part of the program. Community educators and other members of the community will be invited. Certificates of recognition will be given to participants.

Course:
Reading

Level:
Basic Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:
Improve vocabulary.
Be able to teach games to elementary students.
Develop a feeling of acceptance in an academic setting.

Resources Needed:
Elementary teachers, teacher resource books, vocabulary lists, posters, markers and game pieces.

Preparation for Service Activity:
The teacher will devote class time to demonstrating commercial and teacher-made games for use with elementary students and assist the class in selecting schools in which they can tutor students.

Service Activity:
Students will make and use games designed to improve vocabulary at the elementary level. They will explain the games and play the games with elementary school students during the school day or in homework centers.

Reflection:
Students will write a report explaining the games and their experiences playing them with children. They will ask the elementary students for their opinions of the games.

Celebration:
The adult students will be recognized in newsletters at the elementary schools.

Course:
Language Arts

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Learn basic vocabulary for Spanish as a Second Language.

Resources Needed:

ESL reading and ESL word books.

Preparation for Service Activity:

The Spanish teacher will help to prepare the English students, and those students will work with the non-English speaking students. This activity will be taught in nine weeks.

Service Activity:

The students will assist non-English speaking students in shopping for food, assist them in locating business places in the community and provide directions to business places.

Reflection:

The group will discuss their progress at various intervals, and check with the students on achievements.

Celebration:

The students will be awarded certificates at the end of the nine weeks period.

Student Goals:
The Student will:
Understand their own past education decisions.
Contribute to the welfare of younger students in an alternative school.
Improve their writing skills and organization of thoughts.

Resources Needed:
Writing materials.

Preparation for Service Activity:
Students will discuss problems facing youth today in comparison to their own past school experiences. Permission will be obtained for giving the letters to an alternative school English class.

Service Activity:
Students will write letters to an alternative school English class. They will express their views, in an advisory capacity, on problems/solutions facing the youth of today. They will invite the young students to respond in writing.

Reflection:
Students will prepare a written summary of the value of the letter-writing experience. They will determine the need/benefit of further project development.

Celebration:
Adult Education students will write the alternative school students inviting them to share refreshments and friendly conversation.

Course:
English, Writing

Level:
9th - 12th Grade
Reading Level, Adult Education

Type of Service:
Indirect

Course:
English, Reading

Level:
GED, High School Diploma, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve oral reading and communication skills.
Gain an understanding of why it is important for children of all ages to experience the stimulation of having someone read to them on a regular basis.
Learn the proper form of and gain experience in writing a business letter.

Resources Needed:

Children's storybooks, stationery and postage.

Preparation for Service Activity:

The class will determine who will be read to, children in a nursery, a kindergarten class, etc. The instructor and/or an invited speaker, perhaps an early childhood teacher, will lead discussions with the students on the importance of regular reading to all children and how to select appropriate stories. The instructor and/or invited speaker, perhaps a local storyteller, will lead class discussions on how to read a story making it come to life.

Service Activity:

The students will select and read an appropriate story to the children in the chosen class.

Reflection:

Following their reading to the children, the students will share with each other the name of the story they chose to read, why they chose this particular story, and how they felt during the reading session. The students will discuss the "so what" of the project: What was the point of reading to a class of children? What is the point of reading to any child? The students, as a class, will write a letter to the editor of the local newspaper about the project.

Celebration:

Students and children will enjoy a story read by a storyteller.

Student Goals:
The Student will:
Improve their social and interpersonal skills.
Develop compassion and patience in working with the disabled.

Resources Needed:
Braille games and reading materials (with printed English) and sign language materials.

Preparation for Service Activity:
Contact and invite a representative from the School for Deaf and Blind to speak to the English class. Set up a reading program plan with one adult assigned to three or fewer children. Discuss with selected children the fact that the adults are also learning from the experience.

Service Activity:
English students will visit the Deaf and Blind School. Both groups will be introduced. Small group interaction will provide an exchange of conversation while playing games and/or reading aloud.

Reflection:
Students will summarize their experiences in working with the disabled children in writing.

Celebration:
Students will write to the children, inviting them to visit their class for a celebration party.

Course:
English

Level:
9th - 12th Grade
Reading Level, Adult Education

Type of Service:
Direct

Course:
English

Level:
8th Grade or Higher Reading Level, GED, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Be able to write an essay which is concise, logical, creative, and has correct spelling, punctuation, and grammar.

Resources Needed:

Spiral notebook for journal, materials for essay and creative design, transportation for volunteer work at recycling center and any special clothing or gear for collecting recycling materials.

Preparation for Service Activity:

The teacher will explain the written assignments which will need to be in progress as the students perform the task of helping at the recycling center and review the guidelines of writing an essay.

Service Activity:

Students will assist at a recycling center.

Reflection:

Keep a journal about what is observed while working as a volunteer at a recycling center. Write an essay on the benefits of recycling in the community capturing the essence of the need to help in the recycling process. Be concise, logical and use correct spelling, punctuation, and grammar. Include a creative logo on cover page or visual medium.

Celebration:

Publicize the essay contest and submit to an essay.

Course:
English

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Understand the library classification systems.
Use the library-computers, copiers, microfilm, audio and video equipment and CD-ROM.
Improve research skills.

Resources Needed:

An English teacher, appropriate text materials and school or local county librarian.

Preparation for the Service Activity:

The English teacher will present to the class a unit on using reference material and library research. The students will visit a local library where the librarian will explain the classification system used, demonstrate the equipment used in the library, methods of sorting and shelving books, pamphlets, periodicals and audio and video materials.

Service Activity:

Students will serve for a designated time as library assistants. Their duties will include sorting and shelving materials, assisting library patrons in finding materials and doing research and instructing patrons on the use of library equipment.

Reflection Activities:

Maintain a journal of experience and activities. Share experiences through class and small group discussion. Make a list of books and materials discovered while working in the library, helping others do research that could be of use in doing research in other school classes.

Celebration:

Students will be awarded certificates of recognition for their volunteer service. These certificates, along with photographs, will be displayed on bulletin boards in the library or adult education center.

Course:
Language Arts, Journalism, Graphic Arts

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Learn about an organization whose purpose is to serve as a temporary shelter for abused, abandoned and/or neglected children.

Develop the skills necessary to write and publish a newsletter.

Resources Needed:

Teacher and appropriate texts, executive director or board member of a shelter home, brochures, newsletters and news articles about the shelter home and a list of possible tasks to be performed.

Preparation for Service Activity:

Students will interview the executive director for information regarding funding, governance, clients served and day-to-day activities of the shelter home. Classroom discussion will include the societal problems that create the need for a shelter home for the children who are the victims of those problems.

Service Activity:

Volunteers will assist in the preparation of newsletter and feature articles from newspapers. This may involve interviewing some of the children. Volunteers will be reminded that for the protection of the children, no names will be used and no faces will be shown in pictures.

Reflection:

Students will keep journals. Using their journal entries and the notes from their interviews, students will seek answers to questions that arose during this activity: Do children feel loved in the shelter home? Do they feel safe? Is the environment one that meets their immediate needs?

Celebration:

Students will be given a certificate of appreciation from the shelter home. Some students may become advocates for the shelter home.

Course:
English

Level:
High School Reading Level, Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:

Learn the importance of pet population control.
Gain knowledge about what happens to unwanted, neglected, and abused animals.
Learn and/or improve ability to show compassion without being under pressure from peers.
Improve communication skills.

Resources Needed:

Students to work at local animal shelter, materials for posters, processed pictures, video, transportation to and from agency and literature on pet populations.

Preparation for Service Activity:

Students will volunteer at a local animal shelter for several weeks. They will arrange for someone from instructional media to conduct classes on making posters, videos and taking pictures.

Service Activity:

Students will make posters and videos advocating that owners be responsible for their pets and have them spayed or neutered.

Reflection:

Students will write a short paragraph detailing how they feel about the experience they've just completed. They will write letters to the editor of a local newspaper asking that more be done about unwanted animals. Other students will be encouraged to take part in this type of service learning.

Celebration:

Certificates of completion will be given to students. Certificates of appreciation will be give to the agency and staff involved. Part-time, after-school or summer employment for student(s) participating and successfully completing service learning project will be sought.

Course:
English

Level:
10th Grade and Higher Reading Level, Adult Education

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
- Learn public speaking skills.
- Develop self-confidence in front of large audiences.
- Broaden vocabulary and speaking ability.
- Develop marketable employability skills.

Resources Needed:
Agency directors prepared to train volunteers in public speaking regarding their individual tasks. Civic organizations willing to have members of the Speakers Forum to provide programs and workshops.

Preparation for Service Activity:
The students will meet with each director involved and receive training from each agency to be able to provide informative workshops and programs for that agency. They will develop a diverse vocabulary in an effort to speak knowledgeably for each agency and demonstrate the ability to read, research, study, speak and enunciate clearly and correctly.

Service Activity:
The Speakers Forum will provide a wide range of information that will be shared with civic clubs as programs or workshops. The Forum will provide excellent public relations for agencies and will make the public more aware of the function of the participating agencies.

Reflection:
Keep journals recording each activity. Students will discuss their experiences in a group. Each student will make an assessment of his/her own progress.

Celebration:
The agencies represented will sponsor a banquet acknowledging the public relations provided for each office and the efforts of the volunteers.

Course:
English, Health

Level:
5th - 12th Grade
Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Understand the magnitude and problems of child abuse and child safety in the local community.
Understand the importance of collaboration and cooperation in achieving a mutual goal.
Know how to write a good newspaper article.

Resources Needed:

Local statistics, facts, information on child abuse and child safety, a list of business partners and law enforcement agencies willing to assist and free public service announcements.

Preparation for Service Activity:

Students will visit local businesses, school districts, and law enforcement agencies. They will obtain a commitment from law enforcement to provide staff to operate the robot and to house it and obtain a commitment from businesses to help with a fundraiser or make a donation.

Service Activity:

The adult student will work cooperatively with local businesses, school district officials and law enforcement associations to plan a fundraiser or to solicit funds to buy an educational robot which will be used to impress upon children important safety and survival information. The robot will be used in the schools and at community affairs.

Reflection:

Weekly progress report meetings with classroom discussion on the success or concerns of the project. Student newspaper articles submitted on a regular basis to the local paper.

Celebration:

Swearing in ceremony for the robot with students, local media, dignitaries, and other community persons invited.

Course:
English, Social Studies

Level:
8th - 12th Grade
Reading Level, Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:

Acquire a greater awareness of the plight of the underprivileged.
Feel a greater sense of self-worth and dignity.
Increase interpersonal skills and teamwork.
Increase awareness of community problems and agencies that assist with the problems.
Increase writing skills.

Resources Needed:

Local statistics and information on poverty and homelessness and a list of media contacts.

Preparation for Service Activity:

Contact local soup kitchen and get permission for students to assist. Contact local newspaper and ask for an agreement to print the students' articles. Prepare a unit of study on poverty and homelessness. Visit soup kitchen.

Service Activity:

Students will visit the local soup kitchen and assist with the feeding of the clients. They will help prepare the food and will be responsible for recording their experiences. After returning to the classroom, each student will write a newspaper article or letter to the editor seeking additional support for the kitchen and will submit it for publication.

Reflection:

Students will share their experiences in weekly discussion groups and discuss strategies for getting more community involvement.

Celebration:

The director of the school and the director of the soup kitchen will award certificates of appreciation to the students in a special program.

Student Goals:
The Student will:

Improve their reading and math levels while helping to improve the reading and math skills of fifth grade students.

Resources Needed:

Books as required by school and other resources the teacher and students feel would be helpful in teaching reading and math.

Preparation for Service Activity:

Group meetings to discuss activities and prepare for activities will be held. Teacher will suggest activities to help students prepare themselves for tutoring the younger students. Teachers will have prior discussions with school administrators of students involved.

Service Activity:

Adult Education students will tutor fifth graders in math and reading.

Reflection:

The academic abilities of students at the beginning of program will be discussed. These will be compared to academic abilities throughout the different stages to the end of program. Any changes will be reported.

Celebration:

An extended lunch with the students involved in the project will be planned. Each fifth grade participant will be presented with a certificate. The certificates will tell a little something positive about each student.

Course:
Reading, Math

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Course:
Writing

Level:
Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:
Understand community action groups.
Develop letter writing skills.

Resources Needed:
Access to a senior walkers club or group.

Preparation for Service Activity:
The teacher will review letter writing skills.

Service Activity:
The students will interview a panel of senior citizens who are active walkers, then write letters, or give public testimony, advocating the availability of school buildings for senior walkers. Each student will write a letter to the school administrator, school board and local newspaper outlining the benefits of having the senior citizens in the schools. Benefits to the schools and student learning will be stressed. Some examples are: an opportunity to showcase student work, volunteer hall monitors, increased volunteerism and school support, improved student behavior and an opportunity to demonstrate school attention to wellness and fitness.

Reflection:
Students will have group discussions with the senior walkers about the benefits of this program.

Celebration:
Students and senior walkers will participation In a Junior - Senior Walk.

Course:
English

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
- Understand the elderly.
- Increase a sense of responsibility.
- Develop closer relationship with peers.
- Improve writing skills.

Resources Needed:
Meals on Wheels coordinator.

Preparation for Service Activity:
Students will meet with Meals on Wheels coordinator to plan activities. Students, teacher and Meals on Wheels coordinator will meet to discuss and finalize plans such as individual assignments, scheduling, etc.

Service Activity:
Students will help prepare activities and food for individuals being served by Meals on Wheels.

Reflection:
The pros and cons of project will be discussed. Each student will compose a poem reflecting their experience in the service learning program.

Celebration:
A banquet for individuals served that are able to come will be planned. Students will read their poems that emphasize what they have learned and that express to the audience the positive side of service learning.

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

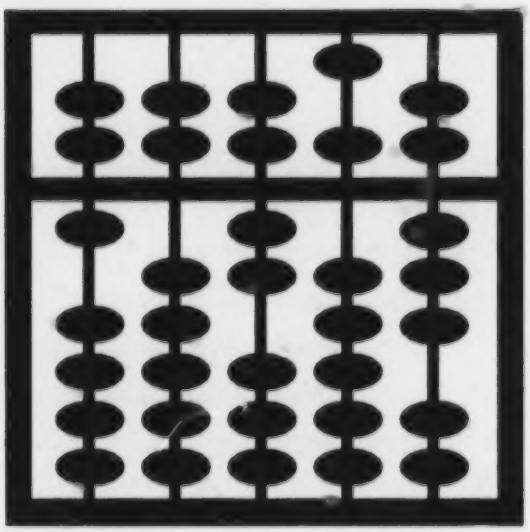
Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

MATH



Student Goals
The Student will:
Improve measurement skills.
Improve critical thinking skills.

Resources Needed:
Color-coded boxes, scales and material for puppets.

Preparation for Service Activity:
Have a class discussion on pollution and make class posters about recycling.

Service Activity:
The students will establish a color-coded recycling project with a preschool program. The participants will collect, categorize and weigh the debris each day for two weeks.

Reflection:
The students will develop and perform a puppet show describing the reasons for recycling to the preschoolers.

Celebration:
The mayor will visit the preschool to present certificates of participation to the participants and preschoolers.

Course:
Math

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect/Direct

Course:
Math

Level:
9th Grade or Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Learn basics about the metric system.
Improve basic division skills.
Gain an appreciation for nature.

Resources Needed:
Students enrolled in resource math classes, instrument for measuring the wind speed, several large plastic garbage bags and information pertaining to environmental issues.

Preparation for Service Activity:
The teacher will cover basics of metrics, measuring, and division. Invite a guest speaker to class to tell about environmental careers. Donations will be sought from local grocery chain for several hundred large plastic bags and refreshments for students.

Service Activity:
Students will spend half of a day at the beach cleaning up trash. They will separate their finds into recyclable and non-recyclable and then weigh the items using metrics.

Reflection:
Students will record a journal entry about the day's activities and how they feel. They will share these activities and feelings with other students. Students will volunteer to become coordinators of program.

Celebration:
Refreshments served at the end of the operation clean-up.

Course:
Math

Level:
Pre-GED, Adult Education

Type of Service:
Indirect

Student Goals
The Student will:

Learn to measure each side of an area in feet and inches.
Find the area of a square or rectangle.
Estimate the needed material to cover it.

Resources Needed:

A calculator, tape measure, grass seed, fertilizer and transportation to day care center.

Preparation for Service Activity:

The teacher will demonstrate how to use a measuring tape and find the area of squares and rectangles. Invite the director of a lawn care business to show how to estimate how much grass seed and fertilizer are needed to cover an area. Coordinate funding for needed materials with day care center and soil preparation with local farmer or lawn care specialist.

Service Activity:

After soil has been prepared, the students will measure off sides, calculate the area, and determine the amount of grass seed and fertilizer that will be needed. They will sow the grass seeds and spread the fertilizer and continue to care for the lawn by watering or cutting it.

Reflection:

Keep a copy of calculation and evaluate the yield of the grass as it appears. Analyze how the weather and soil conditions affect the growth of the grass.

Celebration:

After the grass has been established, a picnic will be planned for the children on the new lawn.

Course:
Math, Reading, Writing

Level:
Diploma, GED, Adult Education

Type of Service:
Direct/Indirect

Student Goals
The Student will:

Utilize strategies to make learning fun.
Develop strategies to advertise and organize homework center.
Learn the importance of reading to and being read to by young children.

Resources Needed:

Cooperation of faculty to secure names of students who need individual help with homework and specific subject areas for each student and a room at school for the homework center.

Preparation for Service Activity:

Students will master the skills needed to tutor students. They will visit an afterschool homework center. A director of an afterschool homework center will be invited to speak to the class, explaining what is needed to create a center. Students will collect material for the center.

Service Activity:

Adult Education students will create an afterschool homework center. They will help tutor elementary students who come to the homework center.

Reflection:

Keep a journal. Students will maintain a running list of questions for the adult education instructor. Weekly meetings will be held to share successes and problems.

Celebration:

Certificates of improvement will be presented to elementary students monthly. A recognition banquet will be held for all participants twice a year.

Course:
Math

Level:
6th - 8th Grade
Reading Level, Adult Education

Type of Service:
Indirect

Student Goals
The Student will:
Improve computational and calculation skills.
Increase their economic awareness.
Understand marketing and advertising.
Improve interpersonal skills.

Resources Needed:
Floor plan of house with room dimensions and calculators.

Preparation for Service Activity:
Teacher will review how to measure and calculate area.

Service Activity:
The students will work with Habitat for Humanity during the construction of a house. Students will calculate the amount of paint they need in painting the interior of the house. They will assist in painting the house with other Habitat volunteers.

Reflection:
During the project students will keep a journal of their experiences with the Habitat program. In class they will discuss the impact of the Habitat program on the local community as well as nationwide.

Celebration:
Class members will be present and participate in the celebration when the new home owner moves into the house.

Course:
Math

Level:
Basic - High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals
The Student will:

Learn to estimate the amount of paint for the exterior or interior of a house.
Use measuring tools in construction.
Learn to work together in building or finishing a house.

Resources Needed:

Construction workers, building supply companies and Habitat for Humanity.

Preparation for Service Activity:

The teacher will invite a representative from either Habitat for Humanity or another agency involved in building homes for low income families to visit the class and explain the opportunity for service. Representatives from building supply companies will instruct the class on methods of estimating the amount of paint and other materials for construction.

Service Activity:

Students will help in the construction and painting of a house for a low income family.

Reflection:

Students will compare the estimates of the supplies needed to the actual amount of supplies used. Students will keep a journal of their activities and their ideas on the importance of teamwork as well as suggestions for better teaming in future projects.

Celebration:

Students will help plan and participate in a house-warming party when the owners of the house move in.

Course:
Math

Level:
Pre-GED, Adult Education

Type of Service:
Indirect

Student Goals
The Student will:

Learn to categorize, divide decimals, round to nearest hundredths, compute percentages and graph percentages.

Resources Needed:

Calculator, poster paper, markers and transportation to fire department.

Preparation for Service Activity:

Invite the director or chief of the local fire department to come and explain the ways students can help at the station by answering calls which come into the station. Plan the activities the students will perform and how to calculate the required mathematics.

Service Activity:

The students will assist at local fire department in answering the calls to the station as directed by the fire director or chief.

Reflection:

Keep a list of the number of calls and what each call concerns. Compute the decimal and percentage of each type of call. Make a poster listing each type of call and the percentage of the total calls.

Celebration:

This chart will be placed on the bulletin board of fire station and published in the newspaper to show the community the types of calls a fire department receives each week.

Course:
Math

Level:
Basic Adult Education

Type of Service:
Direct

Student Goals
The Student will:
Improve accuracy in measuring foods.

Resources Needed:
Measuring cup, teaspoon and tablespoon.

Preparation for Service Activity:
Students will be instructed in measuring foods by using the measuring cup, teaspoon, and tablespoon.

Service Activity:
Students will plan and serve with other students in a community service project at a local food bank.

Reflection:
Students will organize, weigh, and measure foods to be stored and distributed at a local food bank.

Celebration:
Certificates of participation to students will be presented. Citations to the food bank director and staff will be presented at a specific date with significant community leaders in attendance.

Course:
Algebra I

Level:
10th Grade Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Combine the skills of reading tables and operations with integers with the concepts of ordered pairs, and apply these to the career area of navigation (used by airline pilots, ship captains, and others).

Resources Needed:

Identify major battles and state map.

Preparation for Service Activity:

Students will develop skill in using latitudes (distance in degrees north or south of the equator) and longitudes (distances in degrees east or west of the prime meridian).

Service Activity:

Students will locate and chart on a map 20 historic Revolutionary War sites for State Parks, Recreation and Tourism.

Reflection:

Students will create a chart that State Parks, Recreation and Tourism can use in promoting the state.

Celebration:

The chart will be published by State Parks, Recreation and Tourism and students will sign autographs.

Course:
Math, Writing

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Develop sensitivity to the needs and talents of the physically and mentally impaired.
Develop skills in using tables and charts.

Resources Needed:
A relationship with a sponsoring agency for the Special Olympics, tape measure and stop watch.

Preparation for Service Activity:
A representative from Special Olympics will speak with the students, instructing them in the various aspects of the Special Olympics and what they will be expected to do as volunteers.

Service Activity:
The student will assist in preparing for and conducting of the Special Olympics.

Reflection:
Each student will write an essay describing the benefits a person may gain by volunteering to work with the mentally or physically impaired.

Celebration:
Students will participate in awards ceremony for Special Olympics athletes.

Course:
Math, GED

Level:
GED, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn to measure lengths and degree of angle, use Pythagorean Theorem and find the area of a rectangle.

Resources Needed:

Tools for building ramps, material for ramps, special clothing for construction and transportation to home of handicapped person.

Preparation for Service Activity:

Coordinate time for students to help in building ramps for the handicapped. Invite construction person to instruct students in how to build a ramp. The teacher will help students with the computation of the math.

Service Activity:

The students will assist in building ramps for the handicapped.

Reflection:

The students will observe the construction of the ramp and make a poster of calculations used in construction.

Celebration:

Students will present calculations and photos of ramp to class.

Course:
Math, Civics

Level:
Basic Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:
Learn basic math division.
Learn how the Council on Aging and Retired Senior Volunteer Program Food Co-Op works.

Resources Needed:
Teacher directed instruction in basic math division. A RSVP Coordinator from the Council on Aging will visit and explain how the program works.

Preparation for Service Activity:
RSVP Coordinator will meet with adult students to explain the program operation.

Service Activity:
Students will assist with unloading the groceries from the Farmers Market for the Council on Aging and RSVP. Students will assist in determining quantities of food acquired and amount of food to be distributed per bag. The students will help senior citizens take bags of groceries to their cars.

Reflection:
Students will record total quantity of food acquired, amount of food per bag and number of bags prepared.

Celebration:
Students will receive an RSVP t-shirt upon completion of 25 hours of volunteer service.

Course:
Math

Level:
9th Grade Remedial, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve measurement skills.
Improve knowledge about fractions.
Learn and/or improve interaction skills.
Learn importance of accurate record keeping.

Resources Needed:

Local agency in need of additional volunteers during Senior Classics Sports Month, transportation for students to and from Sports Classic and volunteer chaperons to aid students.

Preparation for Service Activity:

The teacher will cover basic math computations of adding, subtraction, etc., especially those dealing with fractions. Students will practice measuring distance and record keeping and participate in a short session on communication skills.

Service Activity:

The students will keep track of events that seniors are engaged in and act as track officials in measurement of events such as fly casting, softball throw, etc. They will keep count of baskets made in basketball toss and time seniors in 1/2, 1, and 2 mile walk.

Reflection:

Students will prepare one page of the different types of math computations that were written down during the events. They will share their experiences with others and encourage others to participate.

Celebration:

A cook-out and mini sports classic will be held for students and volunteers.

Course:
Math

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Apply percentage increases and decreases to real life situations.

Resources Needed:
Teacher and appropriate text, volunteer coordinator from local hospital.

Preparation for Service Activity:
Students will develop a concept of service provided by the hospital auxiliary, understand the rationale behind pricing of items for retail sale and discuss the importance of dressing appropriately for the job.

Service Activity:
The students will assist in pricing items for sale in the hospital gift shop.

Reflection:
Students will review such issues as: Are prices appropriate? Did items sell as priced, or did the prices have to be reduced?

Celebration:
Certificates of recognition will be presented to volunteers at the annual banquet of the hospital auxiliary.

Course:
Math

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand math concepts and skills involved in computation and word problems with whole numbers, fractions, decimals, and percents.

Understand the organization of VISTA, its background and purposes.

Resources Needed:

Appropriate math materials, exercises and resource books; a math teacher to serve as a resource and consultant; coordinator of VISTA volunteers within the schools.

Preparation for Service Activity:

Students will complete and master the skills needed to tutor students in computation and problem solving with whole numbers, decimals, fractions and percents. A representative from VISTA will visit the class and explain the organization and purpose of VISTA. The students will be made aware of how VISTA uses volunteers throughout the community and within the schools.

Service Activity:

Students will serve a designated time of service as VISTA volunteers in the capacity of math tutors for middle and high school students.

Reflection:

The students will participate in class discussion and small group discussion, sharing techniques and exercises that are successful in helping teach math. Charts or graphs will be maintained to show progress of students assisted and specific skills being examined.

Celebration:

Tutors will attend the end of school teachers' luncheon in which VISTA volunteers and other volunteers are being recognized. Student volunteers will also assist in preparation of a yearly scrapbook depicting VISTA activities within the school.

Course:
Math

Level:
GED Preparation,
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Understand working out and buying within a budget.
Understand comparison shopping.
Understand importance of routine hygiene.
Understand the effects of chemical dependence on unborn babies.

Resources Needed:
Transportation to local discount store(s).

Preparation for Service Activity:
The students will learn how to do comparative shopping. Donations will be solicited from a local service organization.

Service Activity:
Students will provide expectant mothers who are in a substance rehab program with personal needs baskets. The money to purchase $10 worth of products will be donated by a local service organization. Students will shop to purchase the most for the best quality at the lowest prices. Students will send these baskets to the rehab center for distribution.

Reflection:
Discussion of budgeting money as well as chemical dependency will allow students to reflect on the project and personalize it.

Celebration:
As thank you notes will probably be written by the persons receiving the baskets, students will share these messages with their classmates.

SCIENCE

Course:
Science

Level:
ABE, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Increase his/her knowledge of the causes of natural disasters and the health problems which result in the aftermath.

Understand that basic daily needs are difficult to meet following a natural disaster.

Resources Needed:

A speaker from a relief organization/club and method of transporting collected goods for relief effort.

Preparation for Service Activity:

A speaker from a local relief agency will meet with the class and explain what the students can do to help and what types of goods need to be collected.

Service Activity:

Students will sponsor a collection of needed goods for victims of a natural disaster and coordinate the effort with a local relief agency so that goods can be transported economically.

Reflection:

For one week students will keep a daily log of use of basic needs items. This item list will have been determined by the class as a whole.

Celebration:

Students will visit an Emergency Preparedness Center.

Course:
Science

Level:
GED, High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Improve his/her cooperative skills as they work together in planning and implementing this project.
Increase knowledge of health issues and concerns confronting today's society.
Learn better ways to cope with health concerns.

Resources Needed:

Poster paper, markers and health brochures.

Preparation for Service Activity:

The instructor and/or invited speaker, perhaps someone from a local hospital, will lead discussions and provide reading material on some of today's major health concerns/issues (AIDS, high blood pressure, cholesterol, stress/anxiety, etc.) and ways to cope with these concerns.

Service Activity:

The students will design and exhibit at school a health display which will feature some of the major health concerns/issues confronting Americans today and present tips on how to cope with these concerns. The display might be a one-time event or perhaps become an ongoing project with continued additions and changes being made by the students.

Reflection Activity:

Students will record in a journal how the discussed health concerns might affect them or their families and design a health coping plan for their family.

Celebration:

Students will receive recognition with a sign at the display site.

Course:
Science

Level:
GED, High School
Reading Level, Adult
Education

Type of Service:
Direct

Student Goals:
The Student will:

Develop and conduct science demonstrations, experiments and explorations for elementary students.
Improve teamwork skills.

Resources Needed:

Elementary teachers, science resource books and materials for demonstrations, experiments and explorations.

Preparation for Service Activity:

The teacher will collect science resource books and allow class time for students to select and prepare activities. The teacher will assist the class in selecting schools in which to present their activities.

Service Activity:

The students will work in teams of two or three to conduct science activities with elementary students in a classroom or at a homework center.

Reflection:

Students will prepare directions and materials for the activities so that it will be easy for students and/or teachers to replicate the demonstrations, experiments and explorations. These science "kits" will be presented to the schools or homework centers in which the adult students volunteered.

Celebration:

The adult students will be recognized in newsletters and on school district television bulletin boards. The PTO secretary will write notes of thanks to the adult students.

Course:
Science, Health

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Develop a better understanding of the inconveniences of aging.
Develop organizational skills.
Recognize the need for intergenerational learning.

Resources Needed:

Goggles, Vaseline, rice, popsicle sticks, ace bandages, styrofoam cups and a children's book on aging, such as *How Does It Feel to be Old* by Norma Farber.

Preparation for Service Activity:

An invited speaker from the Council on Aging will come and talk to the students about changes that take place as one grows older.

Service Activity:

Adult students will work in elementary schools to help young children understand the aging process. Examples of activities for adult education students to use with K-5 students are:

Cover goggles with Vaseline to see what it is like to have decreased vision; tape popsicle sticks to fingers to feel what it is like to have limited movement; immobilize one arm with ace bandage to feel decreased mobility; put rice in shoes to feel the pain or discomfort of arthritis; and place cups over ears to experience a loss of hearing.

Reflection:

Students will write an essay describing why intergenerational sensitivity training is important for grades K-5.

Celebration:

Adult students will plan a Junior-Senior day, where senior citizens are invited to share lunch with the class.

Course:
Science, Health, Writing

Level:
6th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Develop a better understanding of Alzheimer's Disease.
Develop writing skills.

Resources Needed:

Reading material on Alzheimer's Disease and local Council on Aging.

Preparation for Service Activity:

A cooperative relationship with the local Council on Aging will be developed. Students will study material on Alzheimer's Disease and its effects on the caregivers as well as those diagnosed with the disease. A person from a public health agency or Council on Aging will be invited to speak to the class on this disease and explain how the students can help.

Service Activity:

The student will read appropriate material on Alzheimer's Disease and volunteer as a sitter with an Alzheimer's patient in a day care, senior center or nursing care facility.

Reflection:

The student will write an essay or a poem describing what things can be done to help those affected by Alzheimer's Disease have a better quality of life.

Celebration:

Students will share a special treat with the patient visited, using knowledge of his or her favorite food.

Course:
Science

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Develop an awareness of environmental needs.
Develop marketable employee skills.
Develop labor skills.
Develop responsibility and discipline.

Resources Needed:
An association with public works director.

Preparation for Service Activity:
Students will meet with public works director to find out the needs of the Landfill Laboratory and how a volunteer can assist engineers at the landfill. Teacher will review science information with the students.

Service Activity:
Students will assist landfill engineers in obtaining and examining soil and surface. They will data process the results. Students will help complete State and Federal Environmental reports.

Reflection:
Students will keep journals, recording each activity in which they participate. There will be discussions concerning their experiences and each student will write an assessment of his/her progress.

Celebration:
The Public Works Department will sponsor a banquet acknowledging the contribution made by volunteers.

Course:
Science

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:
Become involved with environmental needs.
Learn basic labor skills.
Develop a sense of responsibility.

Resources Needed:
An association with the recycling coordinator.

Preparation for Service Activity:
Students will meet with the recycling coordinator to learn the statistics and specifics of what recycling is all about and how information and education can be best accomplished.

Service Activity:
Students will work at the recycling center assisting the public. They will put up posters, pass out fliers for recycling and maintain records and maps as to location of home recyclers. The students will become involved in the annual "Earth Day" celebration.

Reflection:
Students will keep journals, recording each activity and have discussions concerning their experiences. Each student will write an assessment of his/her own progress.

Celebration
During the annual "Earth Day" Celebration, the recycling coordinator will acknowledge the volunteers' efforts and accomplishments.

Course:
Science

Level:
4th Grade or Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will;

Define a habitat and list the possible forces which could destroy it.

Resources Needed:

Notepads, writing paper, pens, transportation to state park and appropriate clothing and shoes for hiking.

Preparation for Service Activity:

The teacher will coordinate time for students to help at state park. A park ranger will be invited to instruct students in the different habitats which can be found in a state park and how to take care of the animals located in these habitats. The teacher will help students research certain animals and possible destructive forces on the habitats of these animals.

Service Activity:

Students will assist at the state park facility as directed by park ranger.

Reflection:

Students will observe the different habitats and what changes them and write an essay describing the possible forces which could destroy the habitats.

Celebration:

The class will be invited to take a nature walk, point out the different habitats and discuss forces which endanger the habitats.

Student Goals:
The Student will:

Increase awareness of the community and the environment.
Become involved in community concerns.

Resources Needed:

Hoes, rakes, shovels, video camera and tapes.

Preparation for Service Activity:

An agreement with a service club or organization to cooperatively sponsor the project will be obtained. The teacher will do a brief study of the environment and botany. A school site will be selected and donations of gardening equipment and plants sought.

Service Activity:

Students will work cooperatively with other interested groups to develop a nature trail beside or near an elementary or middle school campus which will be used by the science classes for hands-on activities. The plants and trees along the paths will be identified and labeled, and additional flowers and shrubs added, whenever necessary.

Reflection:

Students will meet weekly. Progress reports on the project will be presented at the meeting and discussed.

Celebration:

Participating students will plan a dedication ceremony. The ceremony will be covered by the media.

Course:
Science: Understanding and Appreciating The Environment

Level:
All Reading Levels, Adult Education

Type of Service
Indirect

Course:
Science, Math, English

Level:
GED, High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn cooperative skills.
Learn to recognize the parts of a flowering plant and the purpose of each.
Learn what is required for the planting and maintaining of flowering plants.
Understand the relationship between the plant and animal kingdoms.
Learn to appreciate the beauty of a flowering garden.
Learn the proper form of and gain practice in writing a business letter.
Learn unit pricing.

Resources Needed:

Flats of bedding plants, fertilizers, gardening tools, stationery and postage.

Preparation for Service Activity:

The class will determine the garden site, its size, and how many flats of bedding plants will be needed. The instructor and/or an invited speaker will lead class discussions and provide reading material and written activities on how to prepare soil before planting, parts of a flowering plant and their purpose, the role of plants in the scheme of life and their aesthetic enhancement of the surroundings, how to determine a unit price and how to write business letters.

Service Activity:

Students will prepare, plant and maintain a flower garden.

Reflection:

Students will maintain the garden (weeding, watering, fertilizing) and record on paper their thoughts on how the garden has enhanced the surroundings. Students will write the U.S. Postal Service inquiring how the subject matter for a stamp is chosen and why flowering plants have been selected.

Celebration:

A sign will be placed at the garden site in recognition of the gardeners.

Course:
Science: Biology

Level:
9th - 12th Grade
Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Develop a team spirit in the unified effort to beautify the junior high school courtyard.
Design a garden beautification plan.
Develop a sense of pride in giving something important to the younger students.

Resources Needed:

Gardening equipment and plants and/or flowering shrubs.

Preparation for Service Activity:

Students will obtain official permission for the school beautification project. They will make the improvements/additions, secure donations of plants from local nurseries, gather materials for project and organize time, place, and responsibilities.

Service Activity:

Students will design a plan for beautification of the school courtyard. With Adult Education classes held on site, they will begin the class project by cleaning, mowing grass, weeding, repairing the water fountain, planting flowers, shrubs, etc.

Reflection:

Students will share thoughts regarding the collective planning and completion of the project and relate the success of the project to other community needs and possible improvements.

Celebration:

School officials will be invited to attend the "Garden Party" celebration. A plaque recognizing the class's accomplishment will be placed on the school wall.

Course:
Science

Level:
High School Reading Level

Type of Service:
Indirect

Student Goals:
The Student will:

Develop an awareness of the biological processes of germination, photosynthesis, and root and shoot development.

Use a yard stick for measurement.

Resources Needed:

Life Science text describing the processes of germination and photosynthesis, annual flower seeds recommended for your area, garden tools for preparation of site and a yardstick.

Preparation for Service Activity:

The teacher will review with students the processes of germination and photosynthesis.

Service Activity:

The student will read text describing the processes of germination and photosynthesis. The student will prepare and plant a flower bed approximately 2 feet by 4 feet for a nursing center, a school, or a public service agency.

Reflection:

The student will keep a journal record of the development and growth of the plantings.

Celebration:

A photo will be made of each flower bed for display.

Course:
Science

Level: 4th - 8th Grade Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Appreciate the community as an environmental asset.
Develop a sense of pride in keeping the community clean and beautiful.
Understand city and town planning.

Resources Needed:

Books on gardening, office responsible for beautification (city council) and members of the community which is to be enhanced.

Preparation for Service Activity:

A community that needs enhancing will be identified. Contact will be made at the district level with appropriate officers to work with regarding beautification project. Letters will be written to apartment managers and posters left in apartments and houses to inform residents about the project. Local TV and press will be used to publicize project.

Service Activity:

Students, in conjunction with residents of the area, will clean up, prune overhangs and trees, plant flowers and other shrubs, mow lawns and clean sidewalks.

Reflection Activity:

Journals will be kept. Students will evaluate progress of the project, identify learning skills acquired (organizing, science, community, horticulture) and share ideas from journals.

Celebration:

A garden party will be organized where students, residents and local district officials get together. Flowers, plants and garden tools will be made available to residents at a reduced price so that they can keep up the area. Certificates of recognition will be given to those students who made an outstanding contribution to the project.

Course:
Science

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Understand horticulture.
Develop group skills.
Develop civic awareness about garden clubs.

Resources Needed:
Plants and fertilizer donated by businesses or schools, high school agriculture teacher and garden tools.

Preparation for Service Activity:
The Agriculture teacher will give a presentation on horticulture. Students will get approval from the manager of the facility for the mapped-out activity and write the local garden club for assistance.

Service Activity:
The students will learn about horticulture by landscaping a facility for disabled residents.

Reflection:
The students will take before and after pictures and discuss the results of their efforts.

Celebration:
The students will have a lawn party and invite the local garden club and disabled residents.

Course:
Science, English

Level:
Basic, GED, High School Diploma, Adult Education

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Learn to distinguish what litter is trash, what is biodegradable and what can be recycled.
Learn what litter can be locally recycled.
Learn cooperative skills.
Learn the proper form of and gain experience in writing a business letter.

Resources Needed:

Transportation to "Litter Patrol" site and recycling station, stationery and postage.

Preparation for Service Activity:

The class will determine the "Litter Patrol" site and monitor the chosen site on a daily basis for several weeks to determine what day or days the "Litter Patrol" will be needed. Through class discussions, reading material and written activities planned by the instructor, students will become knowledgeable about what litter is biodegradable, what can be recycled and what is trash. An invited speaker will lead class discussions that will help the students understand the "why" of recycling and what can be recycled in their locality.

Service Activity:

Students will conduct a "Litter Patrol" on the days for which a need has been determined, disposing of the litter that is trash and transporting the litter that can be locally recycled to a recycling station.

Reflection:

Class discussions will be held on the "why" of recycling, the types of litter they are finding on the litter patrol and the importance of this patrol. Students will write letters to the editor of the local newspaper, detailing what they have learned and describing how this project has changed or not changed the way they think about recycling.

Celebration:

With the money received from the recycled litter, students will enjoy a pizza party.

Course:
Environmental Science and Language Arts

Level:
GED Preparation, Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:

Improve consumer awareness.
Understand the multiplying effects of household trash.
Understand the use of natural vs. chemically produced packaging of products.

Resources Needed:

Information pertaining to local land fill, names and addresses of local public officials and transportation to meeting.

Preparation for Service Activity:

Teacher will instruct students in recycling and its benefits. Students will also be instructed how to write an effective letter.

Service Activity:

Individually, students will write letters to key public officials and local paper(s) encouraging the local community to recycle. This will be followed up with selected students attending and speaking to the appropriate governing body.

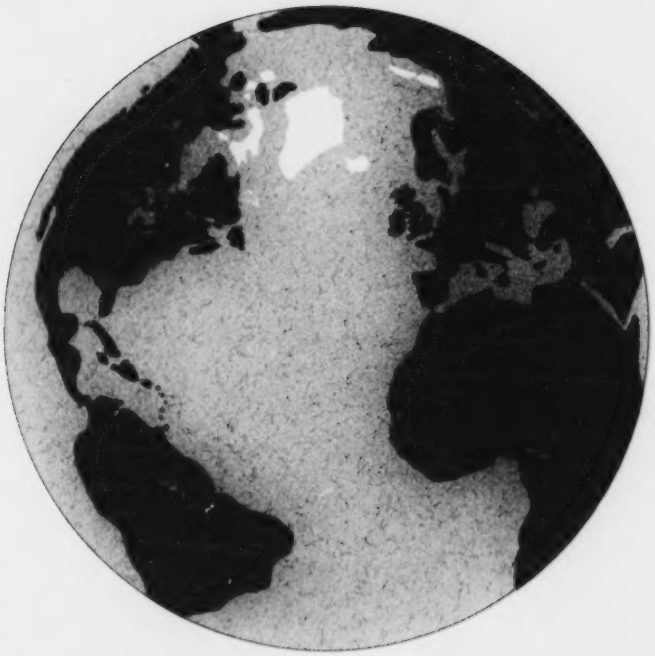
Reflection:

By monitoring the use of recyclable and/or biodegradable products in their homes for a one to two week period, students will better understand the amount of trash or pollution generated by one household.

Celebration:

Students will celebrate with a "gathering party." Local media will be invited to report the placement of recycling bins in the local community. The students will gather recyclable materials from streets and highways.

SOCIAL STUDIES



Student Goals:
The Student will:
Understand the voter registration process.
Register to vote.
Become a deputy registrar.
Learn how people feel about voting.
Help people understand the importance of voting.

Resources Needed:
County registrar, applications, list of names and addresses of voters not registered and ballots.

Preparation for Service Activity:
Several workshops on voting and registering people will be conducted by the county registrar and a demonstration on the use of the voting machine will be given. The class will discuss the importance of voting.

Service Activity:
Students will conduct voter registration drives in school as well as in their communities. They will also help in county and city elections.

Reflection:
Students will meet to discuss voting, elections and feedback from people in the community. Ways of getting more people registered to vote will be planned.

Celebration:
A short workshop for board members will be planned to let them see first hand the importance of such a project and let the members get a better understanding of how much the students have learned.

Course:
Economics

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Advocacy

Course:
American Government

Level: 10th - 12th Grade Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Understand the voting system.
Develop a sense of pride and commitment.

Resources Needed:
Transportation and pamphlets.

Preparation for Service Activity:
Contact will be made with the Voter Registration Office. Students will be given a guided tour of the Voter Registration facilities. Recruiting will be explained and areas for pamphlet distribution will be established.

Service Activity:
Students will visit the Voter Registration Office as a group. They will tour the facility and become familiar with the voting process. As a result, they will establish dates and places for distributing voting materials to the public (malls, grocery stores, theaters, etc.).

Reflection:
Students will gather for discussion of their recruitment experiences. They will assess their own contribution to public awareness of the voting process.

Celebration:
Certificates will be awarded to all participants by a public official who will be invited to the class celebration.

Course:
Social Studies

Level:
Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:

Develop an awareness of Alzheimer's Disease and its impact on family members of patients.
Learn valid pertinent information about Alzheimer's Disease.
Develop communication skills.
Learn how to organize material into an oral presentation.

Resources Needed:

Printed materials on Alzheimer's Disease, Alzheimer's consultant index cards and pens.

Preparation for Service Activity:

Students will be informed about the Alzheimer's Project. An awareness session will be scheduled with Alzheimer's consultant. Teacher will assist students in preparing oral presentation on Alzheimer's and allow students to practice presentations in small groups. A schedule for students to work with Alzheimer's will be developed.

Service Activity:

Students will represent Alzheimer's Society to various civic clubs giving oral presentations on the Alzheimer's Society and the services it provides.

Reflection:

Time will be scheduled weekly for students to share with class the experiences they had as they presented Alzheimer's Association information.

Celebration:

Students participating in the project will meet with association officials for a recognition luncheon.

Course:
Government

Level:
Basic, GED, High School Diploma, Adult Education

Type of Service:
Direct/Advocacy

Student Goals:
The Student will:

Understand the election process and the importance of voting.

Gain experience in designing and printing an advertising flyer.

Resources Needed:

Voter registration applications, postage and a notary public.

Preparation for Service Activity:

Voter registration applications will be requested from the Elections Commission. The instructor and/or an invited speaker, perhaps someone from the Elections Commission, will lead class discussions on the election process. A discussion will be held on who is eligible to vote and why it is important that all eligible citizens register and vote. The students will design and print "Why Should I Register To Vote?" flyers. The instructor will arrange to have the completed applications notarized.

Service Activity:

Using their knowledge of why voting is important and the "Why Should I Register To Vote?" flyers, students will recruit nonregistered citizens - other students, neighbors, friends, to register. After the applications are filled out and notarized, the class will return them to the Elections Commission.

Reflection:

The students will write a note to all those who registered to vote to thank them for registering and to encourage them to vote in the next election.

Celebration:

Balloons will be blown. The American flag will be proudly displayed and there will be popcorn and cokes for everyone. It's time for the election night party!

Course:
Civics, Government

Level:
4th - 12th Grade Reading Level, Adult Education

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:
Increase awareness of the local drug problem from a neighborhood viewpoint.
Understand the importance of teamwork.
Increase knowledge of the local media.

Resources Needed:
Paper, drawing materials, laminating materials, computer and identified neighborhood groups.

Preparation for Service Activity:
Students will study drugs and their effect on citizens in a community. They will meet with city officials, law enforcement officers, local neighborhood people and representatives of the news media to discuss proposed activity.

Service Activity:
Students will work with the local law enforcement authorities, other city officials and neighborhood residents to plan a "Take Back Your Neighborhood" campaign. They will assist in the planning of a rally, a march through the neighborhood. They will also be responsible for the signs, flyers banners, newspaper articles and other media coverage.

Reflection:
There will be regular team meetings to discuss problems, concerns and successes. Students will keep a journal of the steps involved in achieving the goal.

Celebration:
Media publicity on the day of the rally will include interviews with the students. A cookout for the students and other participants will be held.

Course:
Government, Civics

Level:
9th - 12th Grade
Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Increase leadership skills.
Develop an awareness of the rights of citizenship.
Increase sense of responsibility and community involvement.

Resources Needed:
Voting machine, voter registration materials and orientation materials.

Preparation for Service Activity:
Contact will be made with the local Voter Registration Office to discuss the project. Permission to keep a voting machine at the school for demonstration purposes will be obtained. Voting machines will be obtained. Teacher will plan a unit of study on voting.

Service Activity:
Students will assist in the orientation of new students into the adult program. At least two students will attend each orientation session and will speak on the importance of voting. They will assist with the actual registering of the new students to vote and they will demonstrate the proper way to use the voting machine.

Reflection:
A journal will be kept. Weekly discussion groups will be held.

Celebration:
Student will be interviewed by the media. Certificates of appreciation will be awarded to the students by local government officials.

Course:
Government, Civics, U.S. History

Level:
High School Reading Level, Adult Education

Type of Service:
Advocacy

Student Goals:
The Student will:
Develop an appreciation for the right to vote.
Understand voting procedures.

Resources Needed:
Appropriate text, subject area teacher and a representative from the local voter registration office.

Preparation for Service Activity:
The classroom teacher will lead the students through the study of American voting procedures. Covered will be the why, how and history of voting within the United States. A representative from the local voter registration office will visit the class and discuss voter registration and balloting within the community. The representative will explain the procedure and paperwork involved in voter registration and cover the duties of a local poll worker.

Service Activity:
Students will work a designated number of hours with voter registration. They will assist prospective voters with completion of necessary paperwork for registration. Students will also volunteer their services as poll workers. Here, they will assist voters in operation of voting machines and in checking registration rolls.

Reflection:
Students will share experiences through class and small group discussion. Students will be assigned the role of a disenfranchised voter from some particular period in history. The student will write a letter to the editor of a newspaper stating his views on voting and pleading his case for the right to vote.

Celebration:
An appreciation hour will be held in the adult education center the day after the election. Students who participated in the registration drive and as poll workers will receive certificates of recognition. School and local media will cover the celebration.

Course:
Social Studies

Level:
Literacy, Basic, High School Diploma, GED, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Learn to work cooperatively in a small group.
Create a comprehensive interest survey form.
Increase knowledge of computers and word processors.

Resources Needed:
Map of the community to be surveyed, computer and word processor.

Preparation for Service Activity:
Students will create a form for the interest survey, determine area and number of homes to be surveyed by each participant and decide on times to gather and compile information from interest survey.

Service Activity:
Students will survey neighborhood for interest in community education courses.

Reflection:
Journals will be kept. Findings from the surveys will be compiled.

Celebration:
A recognition banquet for participants will be held. A newspaper article on this service activity will be published.

Course:
Social Studies

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Increase writing skills.
Develop a sense of pride through sharing expert knowledge with others.
Increase civic pride as a result of awareness of community history.

Resources Needed:

Local museum and docent training provided by the museum.

Preparation for Service Activity:

The students will attend docent training at the museum.

Service Activity:

After receiving proper training, students will volunteer for service at the local museum.

Reflection:

Each student will write an essay describing why it is important to establish museums and why it is important for people to use these resources.

Celebration:

The student will be recognized at a dinner or function sponsored by the local arts council, historical society or other local museum sponsor.

Course:
Government

Level:
6th - 12th Grade
Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Develop social and interpersonal skills.
Understand community life, public policy, government and human psychology and how they are related.
Know employability skills and budgeting.

Resources Needed:
Material on important local issues, employability skills and budgeting and names of agencies which are willing to accept the volunteers.

Preparation for Service Activity:
Material and data on local issues will be gathered. Interviews of local officials will be conducted. A commitment from community agencies to place volunteers will be obtained. A curriculum for subject matter classes will be written.

Service Activity:
Students will volunteer with various community agencies for three hours a week for eight weeks as a part of a half unit elective social studies course which covers such subjects as psychology, sociology, and the humanities. Issues such as crime, domestic violence, crisis, stress, substance abuse will be studied along with the functions of a community, including services and government relations.

Reflection:
Students will meet once a week to discuss their experiences. They will keep daily journals and complete a project which demonstrates the ability to research a community problem and utilize community resources to resolve it.

Celebration:
A recognition banquet which will include the students and representatives from all community agencies that were involved along with city and county officials and members of the media will be held. Certificates of appreciation will be given to students and agencies.

Course:
Psychology

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Recognize that persons with family or friends in the hospital react differently under this stress from the way they would react under normal conditions.

Resources Needed:

Teacher, appropriate texts, articles on dealing with stress and hospital volunteer coordinator.

Preparation for Service Activity:

Hospital volunteer coordinator will discuss the necessity of showing compassion rather than indifference In dealing with those who come to visit patients in the hospital. A student discussion of stress and how people handle it will also assist students in learning to recognize the signs of stress.

Service Activity:

Student volunteers will serve as greeters and distribute visitors' cards at the visitors' desk of the hospital.

Reflection:

Each student will keep a journal with impressions of the service activity as well as the people. At a roundtable discussion, students will read selected journal entries and share their reactions with others in the class.

Celebration:

Volunteers will be presented certificates at the annual banquet of the hospital auxiliary.

Course:
Geography, Geometry

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Become more involved with the dilemma facing local government regarding planning, zoning, taxation and landfill mandates.
Develop marketable employee skills.
Understand tax mapping and planning techniques.

Resources Needed:

Assessors and planners willing to participate in the volunteer program by providing equipment, training and supervision. Those students involved with geographical information systems will also need keyboarding background.

Preparation for Service Activity:

Students will study local tax maps, zoning maps and ortho-photography. Teacher will review how to calculate areas and distances, liner footage and square footage. Someone from the Assessors Office will teach the students how to read a compass and calculate angles.

Service Activity:

Students will assist local assessors in county wide remapping programs by drawing plats or by using a G.I.S. System. They will provide county planners assistance in drawing preliminary sketches for new developments, roads, bridges, etc.

Reflection:

Students will record each activity in a journal. They will have discussions concerning their experiences. Each student will make an assessment of his/her own progress.

Celebration:

At the end of the school year a picnic will be sponsored by the principals and administrators who participated in the volunteer program and the volunteers will be acknowledged for their services to each of the schools.

Course:
Civics

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn about their community and how it operates.
Understand what kind of activities and statistics are in the community.

Resources Needed:

City directory, tour guides, weather information, calendar of events from local churches, schools, agencies that would like their information printed in a directory, grants and donations from businesses, Chamber of Commerce.

Preparation for Service Activity:

Students will meet with members of the Chamber of Commerce to discuss types of information needs to be made available to the local community and tourist.

Service Activity:

Students will work with the Chamber of Commerce developing city guides on statistics, events, weather, etc for residents and tourists.

Reflection:

Using old directories, students will make a comparison of happenings in earlier times (weather, point of interest etc.) to the happenings now.

Celebration:

When directories have been completed, they will be placed in the Chamber of Commerce Office for pickup by local residents and tourists. A recognition ceremony will be held honoring each student who worked on the pamphlet.

Course:
Sociology, Psychology, Health, Math, Language Arts

Level:
High School Reading Level, Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Improve organizational skills.
Understand the importance of knowing one's community when the entire community is asked to participate in a specific undertaking.
Understand that each must do his/her part for the common good of the community.

Resources Needed:

Classroom teacher, resource person from United Way, *The Measure of Our Success*, by Marian Wright Edelman and other books, articles, and videos concerned with community service.

Preparation for Service Activity:

Students will research the United Way, its purpose, its governance and its use of volunteers. They will also find out which local organizations are members of the United Way and what their purposes are. The psychology of giving, the reasons for community service and the need for charitable organizations will be discussed.

Service Activity:

Students will participate in the local United Way campaign either through helping organize neighborhood solicitation or soliciting themselves.

Reflection:

Students will discuss the reactions of people being asked for contributions or pledges; they will also discuss possible reasons for these reactions. The benefits to the community will also be addressed.

Celebration:

Names of volunteers will be listed in news article on the United Way. Hopefully, the students will also derive satisfaction from knowing that they have indeed made valuable contributions to the community.

Course:
Social Studies

Level:
9th - 12th Grade
Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn about their community and ancestors studying the cemetery markers and lay-out.
Improve social and personal skills by working as an organized team with a common goal.
Recognize beautification and clean-up efforts as a contribution to the community.

Resources Needed:

Transportation, lawn and garden equipment, plants and flowers.

Preparation for Service Activity:

Students will contact city maintenance for project permission. They will organize tools and plants and establish time and meeting place for the activity. A class study of the cemetery history will be done by the teacher.

Service Activity:

Students will survey the community to determine if any cemeteries are in need of care. If so, students will clean, cut grass, pull weeds, plant flowers, etc., to beautify its ground.

Reflection:

Students will discuss their findings in the dated cemetery (styles of grave markers, dates, names). They will make recommendations to the city for better upkeep of this small part of heritage.

Celebration:

Photos will be made of the class at work and displayed in school. Certificates of service will be awarded to each participant.

Course:
Civics, English

Level:
High School Reading Level, Adult Education

Type of Service
Indirect

Student Goals:
The Student will:

Learn the concept of community service learning and its integration into course work.
Improve organizational skills.

Resources Needed:

The Measure of Our Success, by Marian Wright Edelman, teacher, appropriate texts and other books or videos about people who give freely of their time in the service of their communities.

Preparation for Service Activity:

Students will discuss the reasons people give their time and energy for community service when there is no monetary reward. Motivation from within, community pride, a sense of well-being and other reasons will be covered.

Service Activity:

Students will organize and participate in a "Clean Up, Paint Up, Fix Up Week" for their class or their neighborhood.

Reflection:

Students will discuss community service as they now understand it. Each student will write his/her philosophy of community service and be willing to defend it to others in the class.

Celebration:

Students will share the excitement in the newspaper publicity their class receives as well as the sense of well-being they have gained from this project. Hopefully, they will begin immediately to plan their next service activity.

Course:
Sociology, Government

Level:
Basic, High School, GED, Adult Education

Type of Service:
Indirect/Advocacy

Student Goals:
The Student will:

Realize that he/she can make a difference in the community.

Learn to work in a group to solve problems and achieve common goals.

Understand the interdependence of members of society.

Resources Needed:

Director of Center for Victims of Abuse and their families and child care specialist.

Preparation for Service Activity:

Director of Center for Victims of Abuse will conduct a workshop and planning session to prepare students to become volunteers. Students will learn to fill out court order forms properly. Telephone etiquette and receptionist skills will be reviewed. A workshop on child care will be held for the students.

Service Activity:

Students will volunteer one hour a week at a Center for Victims of Abuse and their families. They will answer the phone, fill out and file court order forms, organize clothes closet, provide short-term child care and any other duties that are appropriate to their training.

Reflection:

Students will keep a journal of their experiences. Class discussions will be held weekly. Students will share successes and talk about problems encountered. Career opportunities in the field of social work will be researched.

Celebration:

Monthly parties will be given for center clients and families. Students will be presented with certificates at community meetings. At the adult education graduation service learning students will be recognized.

Course:
U.S. History, Social Studies, Office Procedures

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect/Direct

Student Goals:
The Student will:

Increase knowledge of local history and government.
Understand research techniques.
Learn office skills such as filing, telephone answering skills, and use of various office machines.

Resources Needed:

Local historian who works with local museum or local historical society, Social Studies teacher and appropriate text and material.

Preparation for Service Activity:

A member of the local museum staff or member of the local historical society will speak to the class giving the class a survey of local history and government. Included will be a tour of the local museum and local points of historic importance. The social studies teacher will assist in helping students incorporate the local history into the broader view of American History. An office occupations teacher will introduce students to general office procedures in which the students will be involved.

Service Activity:

Students will work with a local museum or historical society, assisting with local research, prepare exhibits and answer telephone calls. Students will also make copies, assist with mailings, assist with local tours and clean up efforts and maintenance of local markers and trails.

Reflection:

Students will participate in class and small group discussions. Journal of activities and impressions of experiences will be kept. Students will make a collection of pictures of local historic points of interest and clippings of any articles related to local history.

Celebration:

Students will complete a scrapbook on local history and points of local historical interest. This will be used by future social studies classes in their study of local history and how it relates to a broader view of American History.

Course:
Social Studies

Level:
GED, High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Improve their cooperative skills as students work together on this project.

Increase awareness of the community's past.

Resources Needed:

The State's Guide to Historical Markers.

Preparation for Service Activity:

The Instructor and/or invited speaker, perhaps a representative from the State's Archives Commission, will lead discussions on how sites are selected to be designated with an historical marker, and why the knowledge of these sites is important today. Using *the State's Guide of Historical Markers,* students will make a list of sites in their community.

Service Activity:

Using the list of historically designated sites in their community, the students will design a map of the community highlighting these sites. The maps will be distributed to the community library, the Chamber of Commerce, the middle and high school libraries as well as to all high school and middle school social studies teachers in the community.

Reflection:

As a class, the students will brainstorm the importance of studying about their forefathers and past happenings. They, as a class, will write the editor of the local paper citing a few reasons for the importance of taking a look at the past and listing a few of the historical sites that might be of interest, but unknown, to local citizens.

Celebration:

When the class letter to the newspaper editor is printed, the students will take pride in the fact that they are "published" and will share it with the other classes in the school, their families and their friends.

Course:
Social Studies

Level:
10th - 12th Grade
Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Increase their knowledge of American History by visiting and working in war memorial park.
Improve social and personal skills by working with peers on a common mission.
Recognize themselves as contributing members of the community.

Resources Needed:

Transportation and cleaning materials.

Preparation for Service Activity:

Written permission will be obtained from the VFW and Parks/Recreation for the cleaning project. Classroom studies will be done regarding war memorials heroes. A time for the project will be decided.

Service Activity:

American Government students will meet at war memorial park. Students will clean and polish war statues and memorials.

Reflection:

Students will share thoughts regarding the collective planning and carrying-out of the project.

Celebration:

A school photo display of the project participants as they worked will be done. VFW spokepersons will be invited to class for discussion and reception. Community Service certificates will be presented to those who were involved.

Course:
Psychology

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand factors involved in mental retardation.
Know facilities available for the adult mentally retarded.
Learn skills needed to work with and assist the adult mentally retarded complete meaningful work skills tasks.

Resources Needed:

Teacher, appropriate materials, representative from a group such as the Association for Retarded Citizens and staff member from an adult developmental center.

Preparation for Service Activity:

A psychology teacher will cover mental retardation including causes, degrees, effects and the accommodation and adaptation of the retarded citizen to everyday life. A member from a group such as the Association for Retarded Citizens will speak to students as to how the community provides assistance to the mentally retarded. A staff member from a day facility or residential facility will speak to students about the purpose of the facility and the activities there for the clients.

Service Activity:

Students will work a designated number of hours in a developmental center. They will assist the clients with learning and completing their work skills tasks. Typical tasks include laundry work, yard work, floral assistance, and woodworking.

Reflection:

Journal will be kept of student activities and impressions. There will be regular class and group discussion of activities. A list of other work skills tasks that might be applicable to the clients being served will be developed.

Celebration:

Students will prepare a slide presentation to be used within the adult education lab depicting activities carried on within the center. Students will receive school and local media coverage of their volunteer activities.

Course:
Economics

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Develop math skills by calculating savings on different accounts.

Realize the importance of savings by individuals on fixed incomes.

Resources Needed:

Energy-saving techniques for packets and low voltage light bulbs will be donated by a local electrical company.

Preparation for Service Activity:

Students will work with the electricity company to calculate savings according to bulb voltage and develop a packet of energy-saving tips.

Service Activity:

The students will provide strategies to a disabled housing unit on energy-saving activities.

Reflection:

Students will chart the savings by members of the housing unit over three months.

Celebration:

A candlelight celebration will be held to recognize individuals who participate.

Student Goals:
The Student will:

Understand the skills necessary to work in an office and to deal with the public.

Resources Needed:

Teacher(s), appropriate texts and volunteer coordinator from Department of Social Services.

Preparation for Service Activity:

Classroom instruction and practice will include dressing for the job, telephone etiquette, filing and the duties of a receptionist. Societal problems the agency addresses will be discussed in depth.

Service Activity:

Students will serve as volunteers in local office of Department of Social Services and will assist with filing, telephone and receptionist duties.

Reflection:

The class will discuss how they feel about having been involved with that agency; what they think about staff morale; the general demeanor of the clients; whether they can think of other options for DSS clients.

Celebration:

Certificates will be presented to volunteers and a news article about the service activity will be submitted to the local paper.

Course:
Sociology, Psychology, Office Occupations

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Course:
Psychology, Office Procedures

Level:
High School Reading Level, Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Understand mental health problems, their causes and treatment.

Know the role played by a group such as the local mental health center.

Improve sensitivity to the problems of individuals with mental health disorders.

Resources Needed:

A psychology teacher, appropriate materials, staff member of the local mental health center, a literacy trainer, an office procedures teacher and appropriate materials.

Preparation for Service Activity:

The class will first be led by their psychology teacher through an examination of mental disorders (causes, effects, treatments). The class will then be visited by a staff member from a local mental health center. This staff person will explain the work of the center and tell students what their role as volunteers will be. Students will be trained to assist counselors in certain therapeutic situations. Students will also be given literacy training as literacy tutoring will be part of their job. Finally, the office procedures instructor will instruct students on the general office procedures required of them.

Service Activity:

Students will serve a designated time as volunteers in a mental health center. Their duties will include answering the telephone, filing, assisting counselors in certain therapeutic situations and serving as a literacy tutor to certain clients.

Reflection Activities:

Students will keep a journal on specific activities and experiences. They will share their thoughts through class and small group discussion. A report will be written on a particular mental disorder that is of special interest.

Celebration:

Students will be recognized at the center's annual luncheon for volunteers and supporters.

Course:
U.S. History, Government, Civics

Level:
9th - 12th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Learn the types of citizenship, rights of citizens, and the duties of citizens.

Understand the organization of local, federal, and state government.

Resources Needed:

Materials outlining citizenship and naturalization procedure, resource teacher and material in the area of government and citizenship.

Preparation for Service Activity:

A teacher of history or government will lead the class in an examination and discussion of government and citizenship. Particular emphasis will be put on citizenship and the procedures involved in becoming a naturalized citizen.

Service Activity:

Adult students will work with the students within an English As a Second Language (ESL) class who are preparing to become naturalized citizens. The adult education student will tutor the ESL students in the areas of government and citizenship.

Reflection:

Class and small group discussion in which students share what they have learned about working with students from other cultures will be held. A journal of experiences and impressions will be kept. A list of terms and concepts most crucial in helping ESL students understand the framework of American government will be developed.

Celebration:

Upon completion of work and tutorial session, adult students and ESL students will hold a covered dish dinner in which each student will bring a dish representative of their culture. The dinner celebration will receive publicity in local school and community publications.

Course:
American Government

Level: GED Preparation, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand the fundamentals of American Government.
Understand the "naturalization" process in the United States.

Resources Needed:

Study guides for the U S citizenship test.

Preparation for Service Activity:

American Government teacher will instruct students in the naturalization process in the United States. The fundamentals of the government of the United States will also be covered.

Service Activity:

Students who are at the final stages of GED preparation will assist new immigrants or other newcomers in studying and preparing for the citizenship test.

Reflection:

Adult Ed students will write a journal article expressing their thoughts and feelings about their own United States citizenship.

Celebration:

The tutors and the newly naturalized citizens will celebrate together after the swearing in ceremony at a reception sponsored by the local DAR chapter or American Legion Post.

Student Goals:
The Student will:

Understand the migrant farm workers and their families.
Develop an appreciation of ESL students.
Learn to dress, be on time and work through problem solving skills.

Resources Needed:

Local migrant center director, transportation to migrant center and computer programs in basic English and Spanish.

Preparation for Service Activity:

The local migrant center director will conduct an orientation for the students.

Service Activity:

Adult Ed students will go to a central location to provide child care assistance and tutoring to migrant families. Adult Ed students will assist migrant parents with child care for preschool children so they can attend ESL classes. School age children will be tutored by Learning Lab students.

Reflection:

During one class period, the teacher or another person who is fluent in a second language will speak only in that language. Students may speak to one another in English, but the instructor will speak no English so students will experience the frustration and better understand the plight of the migrant families.

Celebration:

A fiesta will be held for participating Adult Ed students and migrant family members.

Course:
Social Studies,
Language Arts

Level:
ABE and Adult Learning Lab, Adult Education

Type of Service:
Direct

Course:
Sociology

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Indirect/Direct

Student Goals:
The Student will:
Develop awareness of domestic violence.
Learn state laws.
Develop responsibility and discipline.

Resources Needed:
Local directors for homes of battered wives and homes for abused children.

Preparation for Service Activity:
Students will meet with the director of home for battered wives and director of home for abused children to establish needs that will be met by volunteers.

Service Activity:
Students will provide volunteer help for domestic violence centers, prepare meals, prepare and plan social functions, offering chaperon services when appropriate, plan field trips, offer first aid and assist counselors.

Reflection:
Students will keep journals, recording each activity. Discussions concerning their experiences will be held. Each student will make an assessment of his/her own progress.

Celebration:
The directors of each agency will sponsor a picnic or banquet acknowledging the contributions made by volunteers.

Student Goals:
The Student will:
Understand the plight of the homeless.
Learn to work with group members to accomplish goals.
Learn organization and decision making skills.

Resources Needed:
Transportation, list of community agencies' addresses and phone numbers and maps of the community.

Preparation for Service Activity:
Students will meet weekly with shelter director to determine needs of residents. They will make contact with other agencies such as the employment commission and the housing authority. A schedule to transport residents to various agency offices will be set up.

Service Activity:
Adult students will work at homeless shelter providing services such as transportation, job opportunities and housing leads.

Reflection:
Students will keep a journal on the project's progression. There will be class discussions on scheduling and organizing the project.

Celebration:
Service learning students will be recognized at the adult education graduation. Certificates will be presented to students.

Course:
Social Studies

Level:
Basic, High School Diploma, GED, Adult Education

Type of Service:
Indirect/Direct

Course:
Social Studies, Economics, Math

Level:
Basic, GED, High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Improve cooperative skills.

Develop an understanding of the homeless in today's society.

Understand the monetary resources needed to live in their community.

Resources Needed:

"Cost of Living Guide" from the local Chamber of Commerce, paper lunch bags, tooth brushes, tooth brush holders, tooth paste, mouth wash, combs, deodorant, etc.

Preparation for Service Activity:

The instructor and/or invited speaker, a representative from the Salvation Army or local shelter for the homeless, will talk on who the homeless are and their plight in the community. The instructor and/or invited speaker, perhaps a representative from the Chamber of Commerce, will lead discussions on what it costs to live in the community. The class will decide how the bags will be distributed.

Service Activity:

The students will gather toiletry items and put together bags for the homeless. The paper bags will be decorated with art work, a poem, a letter before being filled.

Reflection:

Students will record his/her activities for one day. To better understand how much it cost to live in their community, the class will make a list of items needed to live and their approximate costs.

Celebration:

Each student will receive a certificate of appreciation from the instructor.

Student Goals:
The Student will:

Know circumstances and factors involved in child abuse and neglect.
Know factors involved in meal budgeting.
Understand the different aspects of meal planning and meal preparation.

Resources Needed:

Teacher, materials on child abuse and neglect, representative from a local shelter home for abused and neglected children and a Home Economics teacher or appropriate resource person skilled in food planning and preparation.

Preparation for Service Activity:

Students will engage in teacher-led study and discussion of factors and circumstances involved in child abuse and neglect. A representative from a local shelter home for children will explain how the home serves abused and neglected children. Students will participate in activities in the area of food purchasing, budgeting, meal planning and food preparation.

Service Activity:

For a designated time, students will assist local shelter home staff in meal planning, food purchasing and food preparation.

Reflection:

Students will maintain a journal of activities and impressions and complete a small handbook containing lists of specific meals prepared and recipes used. There will be class and small group sharing of experiences at the shelter home.

Celebration:

Students will be awarded certificates of recognition at the annual board meeting or volunteers' luncheon. Publicity of these activities will be covered by both local school and community publications.

Course:
Sociology, Consumer Math, Food Preparation, Child Development, Psychology

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Course:
Social Studies

Level:
All Reading Levels,
Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Learn how soup kitchens are set up.
Learn how to work with clients of the soup kitchen.
Learn how to prepare and serve a meal for the soup kitchen.

Resources Needed:

A director of a soup kitchen and soup kitchen volunteers.

Preparation for Service Activity:

The teacher will provide a listing of soup kitchens in the local area and invite the directors and/or volunteers to present a program to the class which will explain the organization of the soup kitchens and give students a general idea of activities they will perform while at the soup kitchen.

Service Activity:

Students will prepare soup, sandwiches and other foods to be served at a soup kitchen. Students will assist in serving the meal and cleaning up afterwards.

Reflection:

Students will keep a journal of their activities and observations while working at the soup kitchen.

Celebration:

Students will be presented with certificates at a school board meeting.

Course:
Social Studies

Level:
All Reading Levels
Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Develop an increased awareness of poverty and way of life of others within the community.
Understand and practice good gardening techniques.
Develop a sense of community involvement.
Know resources and agencies available within a community for assistance with local problems.

Resources Needed:

Local and state data on poverty, classroom materials on poverty and gardening, interested agencies and community persons, gardening implements, seeds, fertilizer, insecticide, etc.

Preparation for Service Activity:

Students will seek community support, secure land, make arrangements for seeds, plants, fertilizer and equipment. Instructors will prepare appropriate curriculum. Local media will be contacted. A list of persons who will receive the food items will be made.

Service Activity:

Students will assist with the growing, harvesting, and distribution of fresh vegetables to identified needy people within the local community. Working with local agencies and individuals, land and equipment will be secured for a garden site. After proper preparation, the planting will take place. As the garden grows, additional students will assist with the maintenance and harvesting. They will later help with the distribution of the food.

Reflection:

Daily journal entries which will be shared with local officials and the news media will be made. Group meetings involving the adult students will be held on a weekly basis and, as often as necessary, meetings between the students and the residents will be planned.

Celebration:

A cookout party for all involved with the project will be held. Small tokens of appreciation will be presented.

Course:
Social Studies

Level:
Basic Adult Education

Type of Service:
Direct/Advocacy

Student Goals:
The Student will:
Develop insight into the causes and effects of world hunger.

Resources Needed:
Resource materials on hunger issues and names of agencies which are willing to accept assistance.

Preparation for Service Activity:
Using a city map, students will design a route for a walk that would avoid the most traffic.

Service Activity:
On a perfect day for a walk, students and other volunteers will hike 5 to 10 miles in an effort to raise funds from churches, businesses, charitable organizations and individuals to combat hunger in third world countries.

Reflection:
List the types of foods which will be bought with the money the walkers raise. A food bank will be established with the foods collected.

Celebration:
Planned event where students, teachers, and volunteers will discuss the profits, success, and contributions of the walk-a-thon and decide how and to whom the contributions and foods will be distributed.

Course:
United States History

Level:
10th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand why the Social Security Act was passed, and describe its most important features.
Understand the New Deal and its successes and failures.

Resources Needed:

Materials on the New Deal; tape recorder and tapes.

Preparation for Service Activity:

Students will read about the period in order to develop questions for an opinion poll.

Service Activity:

Students will conduct an oral opinion poll on Franklin D. Roosevelt and the New Deal. Questions should be restricted to those persons who remember the Great Depression and the New Deal. Tape record the poll.

Reflection:

Students will analyze the responses and make a chart to present to the class.

Celebration:

The tape recordings will be presented at a reception for the seniors who assisted in the poll. Certificates of appreciation to all who participated will be presented.

Course:
Sociology

Level:
High School Diploma, GED, Adult Education

Type of Service:
Direct

Student Goals:
The Students will:
Discover the plight of prisoners' children in the community.
Understand the physical needs of these children.

Resources Needed:
Adult Education (AE) Sociology students to adopt children, children of prisoners, age-appropriate clothing, age-appropriate school supplies, services of an Alston Wilkes Society professional for training/support and transportation to home of children.

Preparation for Service Activity:
Adoption project proposal will be presented to AE Sociology class. The logistics of the project will be explained to the students. Children will be located and matched to AE students with the help and coordination of the Alston-Wilkes Society.

Service Activity:
AE Sociology students will visit their "adopted" children, interact with them and present them with their clothes/school supplies. They will maintain periodic contact with the children, helping the children as needed.

Reflection:
The AE students will meet with the Alston Wilkes Society professional to discuss their encounters with their "adoptees." The student will write in their journal about their adoption project experience.

Celebration:
Sociology students and "adoptees" will come together for a clown-cookie party.

Course:
Social Studies, Reading

Level:
Literacy, Basic, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Learn parenting skills through reading stories to children.

Understand services offered through media centers in elementary schools.

Learn importance of story telling and story telling techniques.

Develop questioning techniques that elicit different levels of thinking from the elementary school students and the ABE/Literacy students.

Resources Needed:

Elementary school media specialist, assortment of multicultural children's books, Elementary school media center and local storyteller.

Preparation for Service Activity:

The elementary school media specialist will discuss significance of reading to young children and demonstrate techniques of reading to them.

Service Activity:

Students will choose and read stories to third grade students. Questioning techniques to stimulate children's thinking and increase participation will be used. Each child and their assigned ABE/Literacy adult will share their book with the other adults and children.

Reflection:

A journal recording each day's activities and reactions to those events will be kept. Through discussion experiences will be shared with other ABE/Literacy students. Using brainstorming and other "thought provoking" strategies, a newsletter/summary of the importance of the experiences will be prepared.

Celebration:

A time when both adult and elementary students and a storyteller can meet for storytelling/reading will be chosen.

Course:
Social Studies

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve research skills.
Improve interviewing skills.
Develop an awareness of local history.
Increase individual self-respect and foster team working skills.

Resources Needed:

Collaboration with a senior citizens group, paper, pen and a cassette recorder.

Preparation for Service Activity:

Students will learn interviewing techniques.

Service Activity:

The student will select a research project concerning local history and will develop an interview script designed to gather needed information. He/she will interview senior citizens who have first hand knowledge of the event or period being studied.

Reflection:

The student will use the research information to write a component of an oral history project.

Celebration:

The students will present the project to the local library.

Course:
United States History

Level:
10th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand how American society was affected by the depression of the 1930's and become more aware of the significant social changes which took place between 1933 and 1939.

Resources Needed:

Materials on the Great Depression and tape recorder.

Preparation for Service Activity:

A list of questions to ask persons who experienced the Great Depression, i.e. how eating habits have changed, what wages and prices were like, or what was the greatest hardship they had to face will be designed.

Service Activity:

Students will conduct and record personal interviews with persons who experienced the Great Depression.

Reflection:

Students will keep a journal of reactions to what senior citizens share and read journal entries to classmates.

Celebration:

Persons interviewed will be invited to come to class and share their stories.

Course:
Sociology

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Know problems of the elderly in American society.
Know local agencies involved in the care of the elderly.
Develop skills needed to assist homebound elderly citizens.
Develop an appreciation and sensitivity to the problems of the elderly citizen.

Resources Needed:

Appropriate text, teacher and a representative from a local group such as the Council on Aging.

Preparation for Service Activity:

The teacher and class will discuss the problems encountered by the elderly in American society. A representative from a local group such as the Council on Aging will discuss how the problems of the elderly citizen are being addressed within the community.

Service Activity:

Students will volunteer a designated number of hours to visit and assist homebound elderly citizens within the community. Students' activities will include running household errands, reading to the homebound citizen, visiting and providing necessary transportation to the doctor, grocery store, bank, etc.

Reflection Activities:

Students will maintain a journal of activities, experiences and impressions. They will write a short paper discussing in detail one of the many problems facing the elderly.

Celebration:

Students as a group will prepare a collage that addresses the activity, covering such things as problems of the elderly, student activities and photograph highlights.

Course:
Social Studies, Reading

Level:
GED/High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Improve oral reading skills.

Understand some physical problems confronted by seniors.

Understand the Constitutional Amendment granting freedom of press and an appreciation that they have the physical ability to read and keep up with current events and happenings.

Resources Needed:

Tapes, tape recorders and newspapers.

Preparation for Service Activity:

The instructor and/or invited speaker, perhaps a representative from the Council on Aging, will lead discussions on physical problems that confront senior citizens. The instructor and/or invited speaker, perhaps a representative from the local newspaper, will lead discussions on the origin and importance today of the Constitutional Amendment granting the freedom of press in America. The class will decide how long the project will continue and who will be the recipient. Working in teams, the students will prepare a questionnaire for the seniors to determine if they would like to receive the tapes, what they would like recorded (sports, editorials, obituaries, front page) and how frequently.

Service Activity:

Guided by the survey results, the students will record the desired news for the seniors and arrange for them to receive the tapes.

Reflection:

Students will discuss the problems experienced by senior citizens and plan ways they can help.

Celebration:

Each student will receive a certification of appreciation from the instructor and/or Council on Aging.

Course:
Social Studies

Level:
8th Grade Reading or Higher, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Become aware of community services by visiting community agencies.
Become aware of the needs of the older adults.

Resources Needed:
Transportation, child care and materials.

Preparation for Service Activity:
Students will research all available agencies, find location and easiest access to location. Authority on aged adults will do a presentation.

Service Activity:
The Adult Education students will volunteer to work at the Council on Aging centers. These volunteers will interact with the elderly clients to improve their awareness of the needs of the older adult. They will accompany these individuals to community agencies as the need arises.

Reflection:
Students will record each activity in journals. They will discuss their experiences. Each student will make an assessment of his/her own progress.

Celebration:
At the end of the school year a banquet will be held at the Council of Aging centers. Certificates of participation will be given to each older adult. The volunteers will also be recognized for their community service.

Course:
Psychology, Sociology

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Learn which skills/abilities people retain and which they tend to lose as they grow older.
Note how music imitates life by reflecting the era in which it is written.
Improve their skills on musical instruments as they practice for the service activity.
Learn how a common recollection can bind an otherwise diverse group together.
Observe the effect of music on people's moods.

Resources Needed:

Teacher(s), appropriate texts and reference materials, person familiar with musical "standards" in popular music and hymns and musical instruments.

Preparation for Service Activity:

Student volunteers will research the origins of some of the songs and hymns and will obtain copies of the music to a wide range of selections.

Service Activity:

Students will learn to play or find someone to play these selections so that clients at the senior citizens' center can have a sing-along; this can be a one-time event or one that becomes a regular event. The sing-along will be recorded and a copy made for the senior citizens' center.

Reflection:

Each student will keep a journal. Through journal reflection, students will become aware of music as a reflection of the era in which it was written. Did all seniors participate in some way? Recall responses to different pieces as they evoked different memories for different people. Excerpts of the sing-along will be played for the class, with interruptions in the music to discuss its place in history as well as the group response to it.

Celebration:

The ultimate celebration will occur if the group enjoys the sing-along enough to want others on a regular basis.

Course:
Interdisciplinary - "International Day for the Aged"

Level:
8th - 12th Grade Reading Levels, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve cooperative skills.
Learn organizational skills.
Appreciate senior citizens of different countries.
Understand how senior citizens from other countries developed their lifelong learning attributes/skills.

Resources Needed:

Books on the aged; library resources pertaining to other societies; people (interviews with foreign senior citizens and senior American citizens with international experiences); international agencies: UNESCO, USAID, Adult Education Associations.

Preparation for Service Activity:

Make contact with suitable retirement community or senior citizen home and invite senior citizens to participate in the cultural affair. Brainstorm on content, form and context the affair will take. Identify senior citizens who can work as paired coordinators with students. Contact businesses, international agencies and other organizations for assistance with the affair.

Service Activity:

Produce an International Day by involving senior citizens as paired coordinators with students of the affair. Assist the senior citizens in the preparation of food and other items for the affair.

Reflection:

Evaluate progress made with coordinators of various segments of the planning committees. Assess learning skills acquired. Share thoughts and ideas from journals. Role-play senior citizens based on interviews.

Celebration:

The International Day will be the celebration. Certificates of recognition will be given to students and senior citizens who participated and helped to make the event a success.

Course:
Economics

Level:
GED, High School Diploma, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve cooperative skills.

Understand the basics of operating a business, obtaining and selling an inventory, setting prices, advertising, etc.

Gain insight into some of the needs in the community and an appreciation for those organizations and individuals who work tirelessly to help the needy.

Resources Needed:

Site for thrift store; good, clean, used clothing; calculators; stationery and postage.

Preparation for Service Activity:

The instructor and/or invited speaker, perhaps a representative from the Salvation Army, will lead discussions on the needs in the community and give advice on how to begin and manage a clothing thrift store, a store with the goal of making good clothing available at "super bargain" prices. Students will decide how often the thrift store will be open and solicit good, clean used clothing for the store. Students will prepare and distribute flyers to advertise the thrift store. Students will price the received items.

Service Activity:

Students will open and manage a clothing thrift store which will help those in the school and/or community on a limited budget find and purchase affordable clothing.

Reflection:

Students will write a thank you note to everyone who makes a donation. They will keep records of items received, the price placed on the item and the actual price at which the item is sold. The students will chart this information to determine what items are selling and for what price.

Celebration:

The students will present the money earned from the thrift store to the school or make a special purchase for the school.

Course:
Social Studies

Level:
GED, High School Diploma, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Improve their cooperative skills as students work together on this project.

Improve their research skills and enhance their awareness of social issues and concerns.

Understand the complexity of the print media.

Resources Needed:

Paper, computer or word processor, postage and transportation to local newspaper office.

Preparation for Service Activity:

The instructor and/or invited speaker, perhaps an editor or writer from the local newspaper, will lead discussions on how it is decided what stories will be printed in the newspaper and the important role of the print media in today's society. If possible, this discussion will be followed by a tour of the local newspaper office. Students will decide who will receive the newsletter, determine newsletter topics and assign researching, editing, printing and mailing responsibilities.

Service Activity:

Working together all students will design and print a monthly Awareness newsletter. The newsletter will solicit responses from recipients.

Reflection:

All students will keep a journal recording their feelings as they prepare the newsletter and how the newsletter has raised their awareness of social issues. Students will survey some recipients to determine the newsletter's impact.

Celebration:

All students will receive "Cub Reporter Certificates" and enjoy seeing their names in print as the newsletter goes to press each month.

ELECTIVES

Course:
Food Service

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Develop measuring and quantity preparation skills.
Demonstrate abilities to operate institutional equipment.
Develop knowledge of planning, preparing, and serving a meal.
Develop social and interpersonal skills.

Resources Needed:

Cookbooks, food models/item, appropriate utensils/tools for food preparation, nutritional guides and food items.

Preparation for Service Activity:

Sample menus will be planned and prepared for class members or selected school population. A representative from a local homeless shelter will be invited to talk with the class. The class will observe the homeless to learn more about their habits. Small group visits to the center will be encouraged prior to the initial activity.

Service Activity:

Students will serve a complete meal at least once a week, for one month, at a shelter for the homeless. An interaction activity such as storytelling or songs and games will also be planned and conducted during each visit.

Reflection:

Students will record thoughts and feeling before, during and after their involvement in this project in a journal. At the conclusion of this activity, students will discuss or brainstorm ideas on how the project could have been done differently. Students will project future use of their skills and/or benefits of their experiences.

Celebration:

A culmination recognition program for the students will be planned. Certificates will be presented to the most significant contributor(s).

Course:
Industrial Arts Class

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Develop social and interpersonal skills.
Improve skills of carpentry and the use of the specific tools associated with carpentry.
Increase knowledge about senior citizens.
Improve communication skills.

Resources Needed:

Local high school industrial arts class, list of needy senior citizens whose residences may be in need of minor repair and appropriate materials for repair work.

Preparation for Service Activity:

Industrial arts instructor will insure that students have gained sufficient skills to perform the tasks that will be assigned and make contact with local agencies for guidelines on housing for the elderly. Students will contact senior citizens at local senior center.

Service Activity:

Students will go out to senior citizens home and make an assessment of what is in need of repair. Determine what tools and materials will be needed. Work will begin at the earliest possible date once the date has been coordinated with the occupants.

Reflection:

Students will take pictures of before and after the work. They will write a one page summary of how they felt about doing the work. Students will talk to other students who might be interested in doing this sort of activity.

Celebration:

Certificates of appreciation and certificates of completion will be awarded. The local newspaper will feature students while they are working on the homes.

Course:
Spanish

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Improve interactionary skills.
Improve communication skills.
Improve and gain partial fluency in Spanish.

Resources Needed:

Fourth grade class at local elementary school, appropriate material that is colorful and suitable to pique the interest of fourth graders and transportation to the elementary school.

Preparation for Service Activity:

Posters for use in classroom will be prepared, suitable hand-outs for students to use at home or later in class will be found and in-class activities for students will be prepared.

Service Activity:

AE students will teach children basic words of Spanish, such as greeting, numbers, days of week. A simple song that the children are familiar with in English will be taught in Spanish. AE students will read a story substituting certain words with Spanish words.

Reflection:

A journal of how each teaching session goes will be kept. Students will volunteer to do same at local community preschool. Student of Spanish background will speak to children at a class session.

Celebration.

There will be a short program with students to illustrate to parents what students have learned. Students will dress in traditional Spanish dress. Certificates of completion will be awarded.

Course:
Home Economics, Food Service

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand the impact of the job market and economy.
Develop an awareness of the needs of the elderly and handicapped.
Learn how to plan nutritious meals.

Resources Needed:

An association with Meals on Wheels and participation of local churches and organizations to provide space for soup kitchens for homeless or disaster victims.

Preparation for Service Activity:

Students will learn how to plan, prepare and budget for large seatings and to combine appropriate food groups for balanced, healthy meals.

Service Activity:

Students will provide "soup kitchens" for homeless or disaster victims and assist "Meals on Wheels" with preparation and delivery.

Reflection:

Journals will be kept, recording each activity. Weekly discussions concerning student's experiences will be scheduled. Each student will make an assessment of his/her own progress.

Celebration:

Each organization involved will sponsor a banquet by the volunteers and acknowledge their contribution to the community.

Course:
Food Service

Level:
9th Grade or Higher Reading Level, Adult Education.

Type of Service:
Indirect/Direct

Student Goals:
The Student will:

Learn how to plan meals, calculate food costs and determine portion control.
Understand food preservation, food nutrition and food preparation.
Understand career opportunities in the food service industry.

Resources Needed:

A 30 hour course in food service, food service test book, 15 hour parenting course, school food service facilities, computer, copier and telephone.

Preparation for Service Activity:

A weekly list of the following week's planned menu will be given to parents of day care children. Parents will notify staff what days their children will be eating.

Service Activity:

Students will prepare food for on-site adult education child care facility.

Reflection:

Through class discussions, students will determine why they are involved and the benefits in this activity.

Celebration:

A picture of students preparing a meal will be placed in local newspapers.

Course:
Health, Sociology

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Learn about health and societal issues regarding the use of one person's blood to treat another person's medical condition.

Learn conditions under which blood will not be accepted from a donor.

Resources Needed:

Teacher, appropriate texts and speaker from American Red Cross.

Preparation for Service Activity:

Class topics will include health conditions necessitating the need for blood transfusions as well as the societal issues regarding the use of one person's blood to treat another person's medical condition. The conditions under which blood will not be accepted will also be covered. The purpose, governance and use of volunteers will be presented by a speaker from American Red Cross.

Service Activity:

Students will become blood donors or assist as volunteers for the local blood bank.

Reflection:

Students will discuss feelings they experienced while donation blood or volunteering.

Celebration:

News release by American Red Cross will identify volunteers. Class will provide local newspaper with human interest story and picture. Students who become truly committed will volunteer for service in later blood drives without the promise of recognition.

Course:
Health

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Identify specific health advantages of playing sports.
Determine the extent of recreation activities available.
Plan an advertisement blitz to recruit participants.

Resources Needed:

A cooperative agreement with the school and recreation department, volleyball equipment and volunteers to be officials and scorekeeper.

Preparation for Service Activity:

Schedule of availability and use of school facility, P.E. teacher and student volunteers to teach guidelines and rules of volleyball and sponsors for teams.

Service Activity:

The participants will plan the use of school athletic facilities as community recreation facilities for volleyball clinics for women.

Reflection:

The students will plan an activity dealing with the health benefits of playing volleyball. They will present the benefits of this program to the rest of the school.

Celebration:

Students will sponsor a volleyball tournament.

Course:
Health

Level:
4th - 8th Grade Reading Level, Adult Education

Type of Service:
Direct/Indirect

Student Goals:
The Student will:

Understand how social diseases, drugs and alcohol affect the development of others.
Understand the principles of health care.
Acquire skills necessary to help those who are addicted to alcohol and drugs.
Develop a strong sense of community.

Resources Needed:

Health care books, brochures and other health aids, hospitals and/or drug rehabilitation centers, counselors and social workers.

Preparation for Service Activity:

The teacher will discuss the health aid activity with the class. Local agencies, hospitals and Drug and Alcohol Service Bureau will be contacted to identify persons with problems. A schedule will be prepared for adult education students to participate on a volunteer basis with these organizations. Students will attend tutoring sessions to learn how to deal with persons who need counseling.

Service Activity:

Weekly, student volunteers will meet with persons who have health care problems. They will take persons with transportation problems to therapy sessions and assist persons with drug and alcohol problems to adhere to recovery requirements. Students will assist health care agencies and other social departments in the administrative aspects of their specific programs.

Reflection Activity:

Students will keep a journal. Class assessment of progress will be made. Students will role play some of the behaviors exemplified by persons with alcohol and drug problems.

Celebration:

Students, adult education facilitator, members of the community, service organizations and participants will have a get-together. Those who have significantly overcome their problems will be given certificates of recognition.

Course:
Health

Level:
Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Identify specific skills preschoolers need in a P.E. program.
Develop a greater awareness of self.
Understand the importance of early programs of physical education.

Resources Needed:

Preschool curriculum for physical education, health clinic pamphlets and preschool magazines.

Preparation for Service Activity:

Students will present the program of service to the faculty and parents, schedule appropriate and convenient times for the program and determine activities to be covered.

Service Activity:

The students will organize a P.E. program for preschoolers which will be taught three days a week for six weeks.

Reflection:

Students will make a pictorial booklet of ten P.E. activities describing the health benefits of each.

Celebration:

A Wellness Day celebration will be held and the parents will be invited to participate in P.E. activities with the children.

Course:
Health, Math

Level:
High School Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Acquire knowledge of exercises that promote physical fitness.

Learn to work together to construct an exercise device from written plans or blueprints.

Use measuring tools in a real-life situation.

Resources Needed:

An exercise physiologist or physical education instructor, lumber and piping, plans and designs for exercise equipment and measuring and construction tools.

Preparation for Service Activity:

The teacher will arrange a class session to be led by a person knowledgeable in the area of appropriate exercises for the target population. The teacher will organize the class in teams to design and construct specific parts of a fitness trail.

Service Activity:

Students will research and build a physical fitness trail appropriate to children, adults or senior citizens. The fitness level will be determined by the location of the trail. The activity will include preparing the pathway as well as construction of various pieces of exercise equipment such as chin-up bars and parallel bars. Each station along the trail will also have a written weather-proofed explanation of the activity to be performed.

Reflection:

Students will use the trail themselves to evaluate its usefulness. Students will interview people who have used the trail to see how it has helped them. Students will write suggestion for improving the process of building a trail.

Celebration:

A plaque will be placed at the beginning of the trail to recognize each student by name and any clubs or businesses that donated money or materials for the construction.

Course:
Health

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Gain insight into the responsibilities of being home alone.

Determine emergency services available.

Resources Needed:

Emergency phone numbers, contact person and flyer with information.

Preparation for Service Activity:

Students will survey a school to determine the number of latch-key children and present program to faculty.

Service Activity:

The students will design and distribute a flyer addressing the needs of latch-key children.

Reflection:

Students will develop schedules for latch-key children to use each afternoon.

Celebration:

Students will hold a drop-in with key emergency people (doctors, firemen, etc.) and latch-key children, giving key rings and stickers as gifts.

Course:
Health

Level:
High School Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand more about the operation of a hospital.
Perceive the wide range of career choices.
Understand sick children better.

Resources Needed:

Health care coordinators and pediatrician.

Preparation for Service Activity:

A health care coordinator or pediatrician will discuss with the class childhood illnesses that may or may not require hospitalization. Discussion of precautions needed around home will also be covered. Students will receive child CPR training certification, tour a hospital and participate in arts/crafts sessions.

Service Activity:

Students will volunteer in the pediatric ward of a hospital at least three times a week. Students will read stories, play games, sing songs, color, make cards and participate in other activities that they may wish to do.

Reflection:

Students will meet as a group on the days that they are not expected to volunteer to discuss their experiences during the three days of volunteering. Students will also keep a log of the types of illnesses, age groups, etc.

Celebration:

Students, hospital staff involved in the volunteer program, parents and as many patients as possible will get together. At this time certificates of volunteer service will be presented to each student involved in the service learning activity.

Course:
Health: Childhood Illnesses and How Families Cope

Level:
8th - 12th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Increase interpersonal and leadership skills.
Develop greater insight into the importance of team work and collaboration.
Develop greater awareness and understanding of childhood diseases.
Understand the problems facing others.

Resources Needed:

Video camera, tapes and material on childhood illnesses.

Preparation for Service Activity:

Students will study units on childhood diseases. A member of a local children's organization will visit class. A list of persons/groups to contact for assistance will be generated. A site for a party will be secured. A schedule of visits and dates with some of the children and their parents will be made.

Service Activity:

Adult students will work with a local organization involved with working with children who are experiencing life-threatening illnesses. They will assist with the planning and the carrying-out of a Christmas party for special children, and will be responsible for contacting individuals, clubs, businesses, etc. to secure donations of items for the event.

Reflection:

Students will make weekly journal entries and hold group discussions. Pictures and videos of interviews with the children and their parent(s) will be made and reviewed.

Celebration:

A scrapbook of planning activities and party will be duplicated and presented to the students at a dinner.

Course:
Health

Level:
Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:

Develop social skills in identifying the needs of people with disabling conditions.
Identify job-related skills in the health field.

Resources Needed:

Volunteers to map out the trail and garden tools.

Preparation for Service Activity:

Students will obtain information and permission from the residence manager on the site. Students will get suggestions from high school vocational teachers, P. E. teachers and disabled residents.

Service Activity:

The Students will design and create a walking trail for a disabled residence facility.

Reflection:

The students will develop a survey of the residents' reactions to the walking trail. They will interpret the feedback from the survey.

Celebration:

Students will sponsor a walk-a-thon and give certificates of participation and completion.

Student Goals:
The Student will:

Learn about the complexities of Social Services.
Learn about Bloodborne Pathogen requirements for high risk agencies.
Increase interpersonal and humanitarian skills.
Learn discipline and responsibility.

Resources Needed:

An association with the director of Home Health Care Services and the director of the local hospice program.

Preparation for Service Activity:

The directors of Home Health Care and the hospice program will be invited to class to talk about their agencies, giving the students a better understanding of the needs and complexities of their agencies. The teacher will help students develop good communication and listening skills and enhance their ability to take directions.

Service Activity:

Students will assist Home Health Care technicians with services rendered, provide clean-up on site and communicate with patients when and if appropriate. Students will provide an open heart to hospice clients and family members, listening and sharing with patients when they feel the need to talk.

Reflection:

Students will keep journals and record each activity. They will discuss their experiences in group meetings. Each student will make an assessment of his/her own progress.

Celebration:

A banquet will be co-sponsored by Home Health Care and the hospice. Students' accomplishments will be acknowledged. Patients and family members will be the special guests.

Course:
Health

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Course:
Health: Senior Power - Reassessing Yourself and Your Situation

Level:
4th - 12th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Understand the problems of aging.
Learn which community resources can be utilized to assist with the problems of aging.
Increase interpersonal and social skills.
Increase the ability to present information to a group.
Improve organizational skills.

Resources Needed:
List of agencies/individuals within the community which deal with aging, local information on the aging population and a list of community centers, retirement homes, etc. that have an interest in the program.

Preparation for Service Activity:
Identify resource persons in the community who are willing to assist with the programs on personal safety, fire safety, coping and nutrition. Students and persons in the community will meet to discuss the content of workshop. Students will write and duplicate the materials needed for each workshop and make a schedule of days and times for the workshops.

Service Activity:
Students will visit community sites or retirement centers which assist with programs/services for senior citizens. They will help deliver a four part program addressing the issues of personal safety (strangers, phone calls, medical, etc.), fire safety, coping, and nutrition. The students will work with local agencies and professional persons to design and present the program.

Reflection:
Students will keep a journal of their activities and have weekly classroom discussions.

Celebration:
At completion of the four sections a ceremony will be planned and certificates will be presented.

Student Goals:
The Student will:
Develop social skills by providing a service to the rural community.
Upgrade math skills through budgeting.

Resources Needed:
First-aid kit to be duplicated, materials to go in the boxes and listing of items in the boxes.

Preparation for Service Activity:
The number of families needing first-aid boxes will be determined. Donations of materials will be collected from doctors' offices. A site to assemble the boxes will be found.

Service Activity:
The students will collect and distribute first-aid boxes for rural communities.

Reflection:
Keep a journal on the effectiveness of providing this service.

Celebration:
Families that receive first-aid boxes will write thank you notes to students.

Course:
Life Skills

Level:
12th Grade Reading Level, Adult Education

Type of Service:
Indirect

Course:
Job Search Skills

Level:
10th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Gather information and documents required for applying for a job and be able to complete job applications.

Resources Needed:
A variety of job application samples.

Preparation for Service Activity:
Participants will become aware of a variety of forms. The director of a local center for the homeless will visit the class and explain the program.

Service Activity:
Participants will assist clients at the center for the homeless in the completion of job applications.

Reflection:
Keep a record of applications and make a chart showing the variety of job opportunities.

Celebration:
Director for the center for the homeless will host an appreciation reception for adult participants and center clients.

PARENTING

Student Goals:
The Student will:

Learn what to expect of children developmentally and socially from the ages of five through eleven.

Resources Needed:

Teachers and appropriate texts; materials from the local health department; magazines and magazine articles dealing with children.

Preparation for Service Activity:

Classroom instructor will cover child development from ages five through eleven, the ages served in the after-school programs. Additional reading will broaden the student's sense of what to expect from this age child.

Service Activity:

Students will observe and work with children in after-school care. Some may prepare activity packets, make props for the drama center, or set up the snacks.

Reflection:

Each student will keep a journal noting children's responses to different situations and the behaviors that were specific to each age group. Students will meet and discuss the following questions: Did children do what you expected? Are there any additional supplies that would be helpful for a specific age group? What supplies? What age group? What type of discipline did you see? Based on your reading, was the discipline appropriate for the offense or for the age of the child?

Celebration:

Student volunteers and children will enjoy an ice cream party at snack time. Children will thank volunteers for helping them.

Course:
Child Development, Parenting, Family Life, Home Economics, Language Arts

Level:
High School Reading Level, Adult Education

Type of Service:
Direct/Indirect

Course:
Intergenerational Literacy Program

Level:
8th - 12th Grade Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Demonstrate the tutoring techniques necessary to assist preschool children to acquire the developmental skills they need.

Resources Needed:

Department of Social Service (DSS), local Adult Literacy Council, target population and books/educational toys.

Preparation for Service Activity:

Contact DSS and appropriate literacy council to identify potential families for program. Interview and test prospective families who will participate in the program. Select number of families based upon the level of interest in the program and attitudes toward reading. Participate in a training program to be familiar with techniques to be employed in administering the program.

Service Activity:

Students will visit participating families on a weekly basis. Reading tasks for parents and preschool aged children will be assigned by the students. They will assist parents and children in activities to enhance their reading skills.

Reflection:

Evaluate progress made with the project by having class discussions and role plays. Assess learning skills acquired from the interaction between both parents and children (psychological, sociological, reading, communication). Share journal entries based upon activities done with both parents and children.

Celebration:

A workshop session will be held where parents, their children, adult education students and facilitators will interact with each other, participate in role play activities and read books together. Certificates of recognition will be given to all participants.

Course:
Family Living

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
Develop skills needed to work with young children.
Improve their own academic skills.

Resources Needed:
Students' materials.

Preparation for Service Activity:
Students, teacher and supervisor of the Boys/Girls Club will meet to discuss the needs of the students, and the ways to tutor students and to find out the academic needs of students.

Service Activity:
Students will work with local Boys/Girls Club's Tutorial Program. Students will be expected to tutor at least one hour a day five days a week. Fridays will be used to have enrichment programs, basketball games, dances, etc.

Reflection:
Students will meet twice a week during a designated time to discuss their experiences and plan activities.

Celebration:
At the end of the year at the club's annual banquet, each tutor will be presented with a certificate. The media, board members, superintendent, parents of tutors and teachers may be invited.

Course:
Can be used in any High School/Adult Education Class

Level:
8th Grade or Higher Reading Level, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:
- Understand children better.
- Work in small groups.
- Improve academic and social skills.
- Develop organizational and leadership skills.

Resources Needed:
Director of Boys/Girls Club, PE Director, Fine Arts Coordinator.

Preparation for Service Activity:
Work sessions with Director of Boys/Girls club, with the PE Director and with a Fine Arts Coordinator.

* THESE SESSIONS WILL BE USED TO COORDINATE ACTIVITIES.

Service Activity:
Volunteers will spend Monday through Thursday evenings tutoring, planning and implementing activities for students.

Reflection:
Students will meet during lunch or other designated times to discuss and plan each week's activities.

Celebration:
At the annual awards banquet, the students from the Boys/Girls Club will present skits around their learning experiences or other projects that these volunteers have helped them with. Each volunteer will be presented with a certificate and a small gift made by the students.

Course:
Child Development

Level:
Diploma program - Grades 9 - 12, Adult Education

Type of Service:
Direct

Student Goals:
The Student will:

Understand afterschool programs-the needs and functions.

Know kinds of factors involved in the social and intellectual development of the school-age child.

Develop insight into skills needed to work with the school-age child.

Resources Needed:

Child development teacher, appropriate materials and a staff member from an after-school childcare program.

Preparation for Service Activity:

The classroom teacher will cover with the class the developmental period of child development for ages five to eleven. Topics covered will be physical, emotional, intellectual, and social development. After this classroom preparation, a staff member from an after-school child care center will visit the class and will introduce the students to the different aspects of the program and will explain how the students could best assist as volunteers in such a program.

Service Activity:

The adult students will serve as volunteers in an after-school childcare program. Activities of student volunteers would include assisting students with homework, teaching and organizing games and recreational activities.

Reflection:

Students will make reflections through journals, class discussions and by responding to specific questions concerning observations and experiences.

Celebration:

Students will prepare a bulletin board at the adult education center highlighting activities shared with the students in the after-school program. The experiences will also be celebrated through adult education newsletters and school district newsletters.

Course:
Nutrition, Parenting

Level:
12th Grade Reading Level, Adult Education

Type of Service:
Indirect

Student Goals:
The Student will:
Understand the direct link of a healthy mother to a healthy child.
Learn of the availability of nutrition information.

Resources Needed:
Foods for "Healthy Mother" celebration and volunteers to design handout.

Preparation for Service Activity:
Information will be collected from health clinics. Students will find information on nutritional value of snacks.

Service Activity:
The students will write "healthy snacks" guides for pregnant mothers.

Reflection:
Students will discuss results of not eating well during pregnancy.

Celebration:
Students will hold a "Healthy Mother" celebration at a health clinic.

Student Goals:
The Student will:

Apply strategies to teach developmental skills through play.
Learn alternative discipline methods.
Develop self-confidence by playing with a preschooler on a regular basis.
Realize the importance of developing good parenting skills.

Resources Needed:

Booklet "Learning Through Play" and Head Start Education Coordinator.

Preparation for Service Activity:

Study the booklet, "Learning Through Play." Select activities which are fun and teach various skills for preschoolers. Meet with Head Start teachers to determine time and days for service. Work with the teacher to determine which children need individual attention during play time.

Service Activity:

Students will volunteer at Head Start during play time.

Reflection:

Students will record each play time in a journal and meet together to discuss findings.

Celebration:

Certificates of recognition will be presented at the biannual recognition banquet for adults and children.

Course:
Parenting

Level:
Basic, High School Diploma, GED, Adult Education

Type of Service:
Direct

LIST YOUR OWN LESSON PLAN IDEAS FOR THIS SECTION HERE.

Student Goals:

Resources Needed:

Preparation for Service Activity:

Service Activity:

Reflection:

Celebration:

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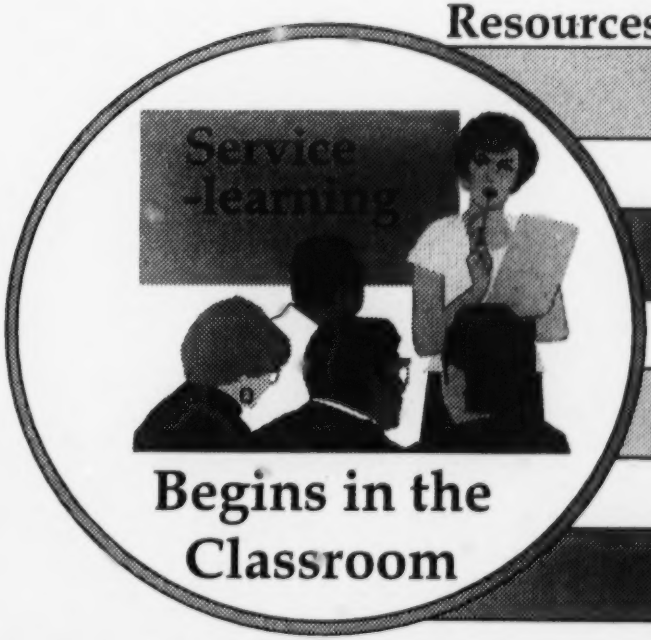
APPENDIX

Service-Learning Definition

Service-learning is an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive citizenship.

Preparation



Begins in the Classroom

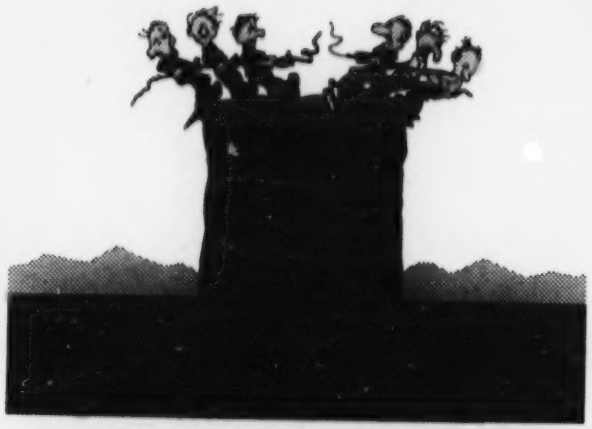
Resources/Partners

- Local Government
- Local Business
- Local Non-Profits
- Institutions of Higher Education
- Local Religious Groups

- Identify Community Needs
- Collaborate with Community Groups/Organizations
- Plan Service Activities

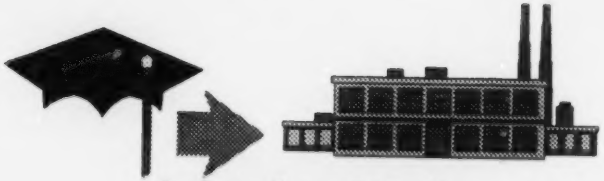
Service

Conservation &
Beautification Projects



Conflict Resolution Projects

Anti-Alcohol &
Drug Abuse
Programs



School-to-Work
Transition Programs

Civic Awareness
Programs

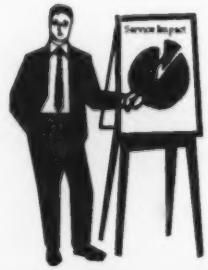
Reflection

Focus Groups

Essays

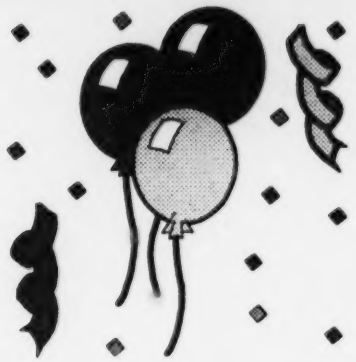
Classroom Presentations

Debates



Presentations to local businesses/organizations

Celebration



Recognition Ceremonies

Certificates of Appreciation

Youth Service Awards

Press Releases

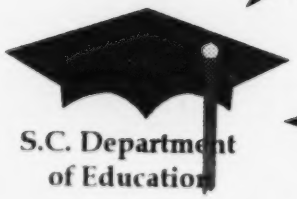
S.C. Youth Service Network

State Commission on Youth & Community Service

Service-Learning Coordinators

State Youth Action Council

Regional Youth Action Councils



S.C. Department of Education

Community/Adult Educators

Service-Learning Leadership Award

In recognition for outstanding service in South Carolina's schools and communities

is awarded this certificate of service-learning and is hereby charged with the mission to lead the practice of service-learning in South Carolina's classrooms, schools and communities.

_____
Teacher

_____
Adult Education Director

_____
Date

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity".

Martin Luther King, Jr.

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